ENGLISH

Contents

1. Welcome and introduction

WELCOME!
Dear Student,

This Handbook is intended to provide a concise reference and guide for all ACT students. Included herein are brief statements of College policies applicable to and of interest to all College constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at ACT. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the College. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well-considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

An additional channel of communication is the ACT Viewbook/Catalogue of Study (annual publication consisting of the analytical programs of study, course offerings and course descriptions) and related resources that can be found on the ACT website.

With best regards,

Dr. Stamos Karamouzis
ACT Provost

A BRIEF INTRODUCTION TO ACT

The American College of Thessaloniki (ACT, founded in 1981 as a two-year, Associate-degree granting institution) is the tertiary-level division of Anatolia, a private, non-profit educational institution founded in 1886. It is incorporated in, and chartered by the Commonwealth of Massachusetts, and it is fully accredited by the New England Commission of Higher Education (NECHE). In inspiration, mission, governance, and programs, ACT resembles the traditional New England colleges upon which it has been modeled.

Founded by American Protestant missionaries, Anatolia was originally located in Asia Minor and evolved from a seminary in Constantinople, which began in 1840. The school was closed during the Greek-Turkish War of 1919-1922 and ceased to have a viable mission in Asia Minor when Turkey's minority communities were uprooted under the peace treaties concluding the war. In 1924, Anatolia relocated to Thessaloniki, where the greatest part of the refugee influx from Asia Minor had settled. In the mid-1930s, the school moved to its present location on a forty-five acre campus a few miles from the center of the city.

ACT moved to a four-year college in 1989 and currently offers Bachelor's degrees in the areas of Business, Technology, English, Psychology and Politics & International Relations. Since 2002, ACT introduced graduate programs, the first one in Business (MBA) with concentrations in key disciplines such as Marketing, Management, Entrepreneurship, and Banking & Finance. In 2016, a graduate program in Hospitality & Tourism Management was introduced, followed by an Industrial/Organizational Psychology one in 2020. All graduate programs are designed to accommodate graduates from all disciplines and can be completed on full-time or part-time basis within one or two years. In September 2013, ACT entered a new validation agreement for all its undergraduate programs with one of the top British Universities, the British Open University.

In recent years, ACT has received grants from a number of foundations, notably among which are the Anagnos Foundation, the Andrew Mellon Foundation, the Cleveland H. Dodge Foundation, the N. Demos Foundation, the Minneapolis Foundation, the Pappas Foundation, (US), the J. F. Costopoulos Foundation, and the Stavros S. Niarchos Foundation (Greece). These grants, contributions by many individual donors in Greece and in the US, and most particularly the extraordinary contributions of Mr. George Bissell, Chair of the Board of Trustees, have made possible the creation of a world-class campus and of the Bissell Library, a state of the art facility unique in SE Europe.

2. List of programme director and academic staff
(WWW.ACT.EDU/ACADEMICS/FACULTY)

PROGRAMME COORDINATOR

Dr. Eleni Godi
Assistant Professor (English)
BA English Language and Literature, University of Thessaloniki;
MA English Language and Literature, Boston University;
MPhil English, Oxford University;
PhD English Literature, University of Thessaloniki (Reg)

Tel.: +30-2310-398229; Email: egodi@act.edu

ACADEMIC STAFF (Alphabetical order)

Dr. Emily Bakola
Adjunct Professor (English and Media)
BA English with Minor in Cinema and Cultural Studies; SUNY Stony Brook, N.Y.;
MA; PhD Comparative Literature, SUNY Stony Brook, N.Y.;

Ms Julie Carter
Instructor (English)
BA (Hons) Modern Languages 2:2 (French, Russian), Wolverhampton Polytechnic; MA Applied
Linguistics and TESOL, Leicester University UK

Ms. Fiona Cornes
Instructor (English)
BA (Hons) Theatre Arts/English Literature with Film and Video Studies, University of Exeter;
MA Contemporary Theatre Practice, University of Lancaster;

Ms. Nicola Kondoyiannis-Zannis
 Instructor (English)
BA French Language and Literature, Goldsmith's College, University of London;
RSA Cambridge TEFL; St. Michael's College;
MA TESL, St. Michael's College;US.

Dr. Ian Kehoe
Adjunct Professor (English)
Ph.D. (Education), University of Sheffield, United Kingdom; M.A in Philosophy, University College
Dublin, Ireland; RELSA Certificate in English language teaching; B.A Arts, (History and Philosophy),
MIC, University of Limerick, Ireland.

Dr. Yvonne Kosma
Adjunct Professor (Communication and Media)
BA Sociology, Panteion University for Social and Political Science, Athens, Greece;
MA in Political Science and Sociology, National Kapodistrian University of Athens; Ph.D Gender and
Cinema, Department of Political Science and Public Administration, National Kapodistrian University
of Athens;

Mr. Yannis Kotsifos

Instructor (Communication, Journalism)
BA, School of Philology, Faculty of Philosophy, Aristotle University of Thessaloniki; Director, Journalists Union of Macedonia and Thrace Daily Newspapers Communication (Adj) ; MA in Digital Media, Communication and Journalism, Aristotle University of Thessaloniki, School of Journalism and Mass Communication

Ms. Sofia Nikopoulou
Instructor (English)
Postgraduate Diploma in Educational Leadership, University of Edinburgh, Moray House School of Education, UK; MA in Arts and Humanities, External Degree Program, California State University, Dominguez Hills, USA; BA in English Language, Literature and Linguistics, Aristotle University, Thessaloniki, Greece

Ms. Elisavet Tsakiroglou
Instructor (English)
BA in Literature with Spanish, University of Hertfordshire, UK;
MSc in TESOL and CALL, University of Stirling, Scotland, UK;
Postgraduate Certificate in Education, Institute of Education, University of London, UK;

3. List of support staff

ADMINISTRATIVE OFFICES

Office/Division	Name	Location	Phone No. (2310+No.)	e-mail (name@act.edu)
President	Dr. Panayiotis Vlachos	Stephens Hall, 1st Floor	398204	pvla
Executive Assistant to the President	Ms. Elena Charalambides	Stephens Hall, 1st Floor	398204	elenacha
Vice-President for Operations & Planning	Mr. Ioannis Tsorbatzoglou	Stephens Hall, 1st Floor	398326	yatso
Vice President for Institutional Advancement	Mr. Peter Chresanthakes	Stephens Hall, 1st Floor	398265	peter
Vice President for Finances & HR/CFO	Mr. Pavlos Floros	Stephens Hall, 1st Floor	398214	pfloros
Assistant Accountant	Ms. Eva Montiadou	Stephens Hall, Ground Floor	398219	emont
Alumni and Public Relations Officer	Ms. Marina Charitopoulou	Stephens Hall, 2nd Floor	398220	mcharito
Director of Marketing	Mr. Theodore Papanestoros	Stephens Hall, 1st Floor	398385	theodore
Director of International Programs	Ms. Heather Funk	Constantinidis Hall, 1st Floor	398215	heather
Study Abroad Coordinator	Ms. Miranda Margariti	Constantinidis Hall, 1st Floor	398205	mmargari

Director of Admissions	Ms. Roula Lebetli	Bissell Library, 1st Floor	398239	admissions
Head Registrar	Ms. Antigoni Vlachopoulou	Constantinidis Hall, 1st Floor	398207	actreg
Administrative Assistant to the Registrar	Ms. Theodora Zafiriou	Constantinidis Hall, 1st Floor	398224	actreg
Business Liaison & Career Services Officer	Mr. Dimitris Diamantis	Bissell Library, Ground Floor	398337	ddiamantis
Assistant Administrative Officer	Mr. Vassilis Loukidis	Constantinidis Hall, 1st Floor	398216	vloukid

4. Name, position and institution of the external examiner(s) involved in the programme

- Dr. Maggie Scott, University of Salford

5. Introduction to the programme

The BA Hons English is a degree program within the Division of Humanities and Social Sciences which was launched in 2011 and which was validated by Open University, UK. in 2013 and revalidated in 2016. It features two pathways, Language and Literature, and Communication and New Media. English as a subject area is popular in Greece and the particular program suits the Humanities and Social Science Division's scope and ACT's mission to provide a Liberal Arts Education, while complementing ACT Home Institution's (Anatolia) emphasis on the study of English. The programme's philosophy is to provide through its taught modules not only a sound knowledge of the relevant disciplines but a number of transferrable skills as well that will enhance the profile of the English graduate with a practical and professionally oriented dimension. Graduates of English will be equipped with transferrable skills to be used in areas as diverse as teaching, PR, media, copywriting, publishing, advertising, etc. The programme follows debates and academic developments in the relevant fields and aspires to maintain a pioneer academic presence in the area.

In order to receive the BA degree, the student must have fulfilled all the GER and major requirements and have completed at least 121 US credit hours with an overall G.PA of 2.0 or better. All English students take a two-semester sequence Senior Thesis I and II course. According to NECHE Standards, students must complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. As a consequence, all candidates for an ACT degree must have been in residence at the College during the last two semesters of full time instruction, assuming availability and equivalency of transferable courses.

6. Programme specification

ACT's BA Hons in English features two pathways, one in Language and Literature, and a second in Communication and New Media. The program of studies has been designed to be fresh, modern, and relevant to the academic and professional realities of today. It offers a synthesis of traditional and contemporary course content. Students take courses in literature, social media & communication, computer science, culture, linguistics and e-marketing. Emphasis is placed on a creative and analytical approach to learning. The classic becomes contemporary; texts meet technology. The English majors are encouraged to be critical and

creative while exploring the written culture of the world around them, both past and present. They learn how language has developed, and how the words and texts we read today are influenced by social factors such as technology, marketing, and cultural norms.

The BA Hons English:

- provides students with vital knowledge in the subject areas of literature, media and communication, linguistics and culture, with particular emphasis on interdisciplinary connections and perspectives;

- develops students' conceptual, analytical and creative skills for academic and professional purposes;

- helps students become more astute readers, critical thinkers, and effective communicators;

- enhances students' adaptability to change and their ability for life-long learning and self-development

- challenges students to operate efficiently and innovatively in dynamic multicultural social and working environments

- cultivates confidence, open-mindedness, collaborative ethos and a commitment to collective and individual progress.

- prepare students for postgraduate studies and professional settings

Throughout, learning strategies acknowledge, respect and encourage a wide variety of learning styles and activities, offering a balance between the provision of information (direct or resource-based) and opportunities for active assimilation, application, questioning, debate and critical reflection.

The English Programme is currently validated by Open University: under this scheme, 24 are out of the 40 courses required for a Bachelor's degree are validated by Open University. Successful students will receive a Bachelor's degree from Open University in addition to the ACT degree for a single course of studies by meeting the following common set of requirements (in addition to meeting General Education Requirements)—courses highlighted in bold are validated by Open University.

Students majoring in either pathway may take modules in all three ACT divisions. A note next to each module below will make this synergy obvious.

All students majoring in English can choose to do an Placement module in Level 6, either on campus (English Language Programs, The Learning Hub, The Dukakis Center) or locally (various NGOs), depending on their pathway and career interests.

Students choose one of the two pathways starting halfway in Level 4, although some modules remain common through their course of study.

PROGRAMME OF STUDY AND INTENDED LEARNING OUTCOMES PER PATHWAY
COMMUNICATION AND NEW MEDIA

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
English 120: Introduction to Literature	105	Major Elective	15	N/A	TBC
English 224: Post World War II British and American Drama					
English 250: Advanced Writing and Professional Communication					
English 210: Creative Writing/Major Elective					
Comm 215: Foundations of Contemporary Media					
Comm 219: Introduction to Film Studies					
Comm 270: Digital Content and Story-Telling					

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Awareness of the different ideas and concepts represented in the subject of English, and a range of concepts, theories and approaches necessary to Communication and Media Studies. A2 An awareness of the range of principal genres in literature and film. A3 Awareness of contemporary debates/developments in the field of English and Media Studies. A4 Awareness of the way in which culture, language, technology, politics and economics affect how, where and by whom texts are produced and received.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short responses, presentations, quizzes, tests, short essays, reflective journal entries, annotated bibliographies, portfolios, exams, projects, term papers.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Ability to discover and synthesise information and diverse evidence in texts. B2 Ability to read closely and critically. B3 Ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u>

3B. Cognitive skills	
B4	Comprehension of how different social groups variably make use of, and engage with, forms of communication, media, film and culture.	Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Ability to apply scholarly bibliographic skills appropriate to the subject. C2 Aptitude to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas. C3 Ability to cultivate attention to detail, open-mindedness, and organizational skills. C4 Ability to present information within wider contexts while being encouraged to be critical of dominant perspectives.	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, resources, and for acquiring effective production skills. <u>Assessment methods</u> Academic papers, multimedia presentations, web based research and projects, case studies, report writing.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to work in a group and a collaborative environment. D2 Skills in creating work in various formats with the use of digital tools.	<u>Learning and teaching strategy</u> Lectures, systematic use of information literacy, group discussions, research tasks, oral presentations, workshops.

3D. Key/transferable skills	
D3 Acquisition of information gathering, evaluation and presentation skills. D4 Ability to plan and execute basic tasks and projects.	<u>Assessment methods</u> Group projects, report and project writing, tests and quizzes.

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in English 120 credits at Level 4

Or transfer to BA (Hons) English (subject to validation)

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
English 230-British Literature and Culture	90	Major Elective	30	N/A	TBC
English/Hum 246 American Literature and Culture		Major Elective			
Comm 315 Intercultural Understanding and Communication					
Marketing 200- Public Relations/Marketing 214- Advertising/Soc Sc. 215- Society and Culture					
Comm 233 Introduction to Journalism					
Comm 327-Research Methods and Practice					

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 A wide knowledge of the subject and the ability to deploy a conceptual grasp of its central concerns in literature, communication, and culture. A2 Awareness of how diverse social and contexts affect styles and codes of communication in a variety of fields. A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Media Studies, while recognising and challenging the colonial roots and Western biases of our own perception. A4 Awareness of professional ethics, codes of conduct, and legal considerations relevant to the production of cultural forms and products.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials, individual research in library and web-based databases, student participation in research, guest lectures, visits to professional settings (i.e. media agencies, language schools). <u>Assessment methods</u> Critical and persuasive written work, with research components phased in progressively in a variety of formats building from level 4. Interviews, questionnaires, advanced multimedia assessments, blogs, podcasts, lesson plans, teaching practicum.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Ability to articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate). B2 Competence in the appropriate choice, synthesis and use of material according to theories and concepts.	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, independent reading of academic/specialised texts, individual research. <u>Assessment methods</u>

3B. Cognitive skills	
B3 Ability to systematically identify underlying theoretical frameworks, key issues and biases in texts. B4 Understanding of the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society.	Short responses, presentations, tests, long essays, book/film reviews, exams, projects, research papers, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources. C2 Fluency and effectiveness in the communication of ideas, sophisticated writing ability, and an understanding of writing as a process (including revision and editing). C3 Subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of digital systems for accessing data, resources, contacts and literature, and media production skills and creativity. C4 Ability to collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, and for acquiring effective production skills. Participation in events organised by the college and the Division (career week, seminars on CV writing and interview techniques, etc.) <u>Assessment methods</u> Academic papers, multimedia presentations, web based research and projects, case studies, report writing.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to respond creatively and imaginatively to research tasks. D2 Ability to use a variety of computer-based skills ranging from basic competences to web-based technology and digital multimedia. D3 Aptitude to work productively in a group or team, and to develop working relationships by respecting and showing sensitivity to cultural contexts when working with others D4 Ability to collate, critically evaluate and understand a variety of research material within and beyond academic literature.	Learning and teaching strategy Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing)

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in English 240 credits (120 at Level 4, 120 at Level 5)

Or transfer to BA (Hons) English (subject to validation)

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
English 320-The Other in Literature and Media	90	Major Elective	30	N/A	TBC
English 390-Senior Thesis I		Major Elective			
English 395-Senior Thesis II					
Comm 227: Media Theory					
Comm 317-Communicating through New Media					
Comm 345: Media Ethics in the Digital Age: Challenges for the Media Industry and the Public					

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Ability to develop independent and imaginative interpretations of cultural products and social phenomena. A2 Ability to recognise the potential limits of knowledge, which includes self-reflectivity and a critical stance towards dominant discourses. A3 A detailed, systematic and comparative understanding of the debates/developments in the field of Cultural and Media Studies, with a focus on knowledge systems that aim at adjusting cultural perceptions and power relations in real and significant ways. A4 A thorough knowledge and critical stance towards the theories of media and its ethical dimensions.	Learning and teaching strategy Lectures, workshops, discussions, student led activities and group work, student participation in research, audio-visual materials, individual research in library and web-based databases, guest lectures, visits to professional settings (i.e. media agencies, language schools, book-stores). Senior thesis seminars and workshops, tutorials, debates and group work, use of audiovisual materials, focused research in library and web-based databases. Assessment methods Critical and scholarly written work, with research components phased in progressively in a variety of formats building from previous levels. Senior thesis, comparative projects, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Understanding of how critical, analytical and creative approaches produce knowledge. B2 Independence of mind and originality of approach in interpretative and written practice culminating in the writing of a major project such as the senior thesis. B3 Ability to test, interpret and analyse information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements. B4 Understanding of the role of readers in shaping texts and the relationships between different genres and different media, critical, theoretical, linguistic and stylistic concepts and terminology.	<u>Learning and teaching strategy</u> Lectures, group work, workshops, guest lectures, discussion groups, individual research, audio-visual materials, personal advising by thesis mentors, tutorials. <u>Assessment methods</u> Senior thesis, academic papers, book/film reviews, exams, projects, research projects, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Aptitude to engage in critical analysis, whether of texts, fields of knowledge, concepts or cultural or production practices, including the ability to contextualise the analysis and engage in critical debates through discursive argument.	<u>Learning and teaching strategy</u> Extensive engagement with individual and group projects, continuous engagement in events organised by the College (career week, workshops on thesis writing, seminars with professionals in the field of English and the Media, events, etc).

3C. Practical and professional skills	
C2 Ability to deliver original work (e.g. long essays, senior thesis) based on thorough knowledge of the state of the art, data harnessed through empirical research, and providing a comparative/critical perspective. C3 Familiarity with various research methodologies, and ability to conduct independent research and organise relevant information to formulate an appropriate written argument or response. C4 Ability to locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest.	Assessment methods Multimedia presentations, web based research and projects, case studies, research and report writing. Advanced seminars and guest lectures, extracurricular placement in internships and volunteerships.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Skills to critically evaluate arguments, abstract concepts and data. D2 Adaptability, creativity and reflectivity in producing output for a variety of audiences and in a variety of multi-platform media. D3 Ability to select and apply advanced methods and techniques to produce original work	Learning and teaching strategy Lectures, group discussions, research tasks, oral presentations, workshops. Assessment methods Senior thesis, academic papers, group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

3D. Key/transferable skills	
D4 Ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflectivity.	

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in English 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) Or transfer to BA (Hons) English (subject to validation)

BA (Hons) English 360 Credits

SUGGESTED PROGRAM OF STUDIES (PATHWAY COMMUNICATION AND NEW MEDIA)

*OU VALIDATED MODULES IN BOLD

BA in English, Concentration *Communication and New Media*

YEAR ONE/LEVEL 4
English 101
History 120
Politics 101
Philosophy 101
Computer Science 101
Math 100
Economics 101 or 102
English 102
English 120 Introduction to Literature
Biology 101 or Ecology 110 or Nutrition

YEAR TWO/LEVEL 4
English 203
English 224- Post World War II British and American Drama
English 250-Advanced Writing and Professional Communication
Comm 215- Foundations of Contemporary Media
Comm 219- Introduction to Film Studies
English 210 Creative Writing/Major Elective
Computer Science 108- Digital Tools for the Humanities
Anthropology 101 or Sociology 101 or Psychology 101
Free Elective
Major Elective
Comm 270- Digital Content and Story-Telling

YEAR THREE/LEVEL 5
English 230-British Literature and Culture
English Hum 246- American Literature and Culture
Philosophy 203
Free Elective
Major Elective

Comm 315- Intercultural Understanding and Communication
Marketing 200/Marketing 214/Soc Sc.215
Comm 233- Introduction to Journalism
Comm 327- Research Methods and Practice
Major Elective

YEAR FOUR/LEVEL 6
English 390- Senior Thesis I
English 320-The Other in Literature and Media
Comm 317-Communicating through New Media
Free elective
Major Elective

English 395- Senior Thesis II
Comm 227- Media Theory
Comm 345- Media Ethics in the Digital Age
Free Elective
Major Elective

PROGRAMME OF STUDY AND INTENDED LEARNING OUTCOMES PER PATHWAY
LANGUAGE AND LITERATURE

Programme Structure - LEVEL 4						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
English 120- Introduction to Literature	105	Major Elective	15	N/A	TBC
English 235- Introduction to Literary Theories and Criticism					
English 273- Introduction to Linguistics					
English 210- Creative Writing					
English 224- Post World War II British and American Drama					
English 250-Advanced Writing and Professional Communication					
English 299: Teaching Approaches and Methods Past and Present					

Intended learning outcomes at Level 4 are listed below:

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 An awareness of the range of principal literary genres across prose, poetry and drama; A2 An awareness of the main concepts, theories and methodology in the basic disciplines of English; A3 An appreciation of the subject's past and continuing social, cultural, political and economic importance; A4 Awareness of how culture, language, technology, politics and economics affect how, where and by whom texts are produced and received.	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials. <u>Assessment methods</u> Short responses, presentations, quizzes, tests, short essays, reflective journal entries, annotated bibliographies, portfolios, exams, projects, term papers.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Ability to discover and synthesize information and diverse evidence in texts; B2 Ability to read closely and critically;	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials.

3B. Cognitive skills	
B3 Ability to articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing; B4 Ability to recognise and utilise the expressive resources of language	Assessment methods Short definition responses, presentations, quizzes, tests, short essays, close reading activities, exams, creative and/or multimedia projects, research/term papers, long essays.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Ability to apply scholarly bibliographic skills appropriate to the subject. C2 Aptitude to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas. C3 Ability to Cultivate attention to detail, open-mindedness and organizational skills; C4 Ability to present information within wider context while being encouraged to be critical of dominant perspectives.	Learning and teaching strategy Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, resources, and for acquiring effective production skills. Assessment methods Academic papers, multimedia presentations, web based research and projects, case studies, report writing.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to work in a group and a collaborative environment. D2 Skills in creating works in various formats with the use of digital tools; D3 Acquisition of information gathering, evaluation and presentation skills. D4 Ability to plan and execute basic tasks and projects.	<u>Learning and teaching strategy</u> Lectures, systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects, report and project writing, tests and quizzes.

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in English 120 credits at Level 4

Or transfer to BA (Hons) English (subject to validation)

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
English 230- British Literature and Culture	90	Major Elective	30	N/A	TBC
Eng/Hum 246-American Literature and Culture		Major Elective			
English 274- Applied Linguistics in Teaching Theory and Practice					
English 325- Pedagogical foundations in Second Language Acquisition					
English 268: Women and Literature					
Comm 327- Research Methods and Practice					

Intended learning outcomes at Level 5 are listed below:

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 A wide knowledge of the subject and an ability to deploy a conceptual grasp of its central concerns in literature and language practices; A2 Awareness of how diverse social and cultural contexts affect styles and codes of communication in British and American literature; A3 Familiarity with contemporary debates/developments and methodologies in the field of English and Cultural Studies while recognising and challenging roots and Western biases of our own perception; A4 A self-reflective awareness of the critical, theoretical, linguistic and pedagogical concepts and terminology and how these inform research;	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, audio-visual materials, individual research in library and web-based databases, student participation in research, guest lectures, visits to professional settings (i.e. media agencies, language schools). <u>Assessment methods</u> Critical and persuasive written work, with research components phased in progressively in a variety of formats building from level 4. Interviews, questionnaires, advanced multimedia assessments, blogs, podcasts, lesson plans, teaching practicum.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Ability to apply their understanding of critical, analytic and creative approaches to produce knowledge; B2 competence in the appropriate choice, synthesis and use of material according to theories and concepts; B3 Independent and self-reflective critical judgement;	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, independent reading of academic/specialized texts, individual research. <u>Assessment methods</u>

3B. Cognitive skills	
B4 Fluent and effective communication of ideas, sophisticated writing ability, and an understanding of writing as a process.	Short responses, presentations, tests, long essays, book/film reviews, exams, projects, research papers, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources. C2 Fluency and effectiveness in the communication of ideas, sophisticated writing ability, and an understanding of writing as a process (including revision and editing). C3 Subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of digital systems for accessing data, resources, contacts and literature, and media production skills and creativity. C4 Awareness of professional ethics, codes of conduct, and legal considerations relevant to the production of cultural forms and products.	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, information literacy workshops, use of a range of technological systems for accessing data, and for acquiring effective production skills. Participation in events organized by the college and the Division (career week, seminars on CV writing and interview techniques, etc.) <u>Assessment methods</u> Academic papers, multimedia presentations, web based research and projects, case studies, report writing.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Ability to respond creatively and imaginatively to research tasks. D2 Ability to use a variety of computer-based skills ranging from basic competences to web-based technology and digital multimedia. D3 Aptitude to work productively in a group or team, and to develop working relationships by respecting and showing sensitivity to cultural contexts when working with others D4 Ability to collate, critically evaluate and understand a variety of research material within and beyond academic literature	Learning and teaching strategy Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing)

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in English 240 credits (120 at Level 4, 120 at Level 5)

Or transfer to BA (Hons) English (subject to validation)

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
English 259-Postcolonial Literature	90	Major Elective	30	N/A	TBC
English 320-The Other in Literature and Media		Major Elective			
English 340-Comparative Literature					
English 380- The Business of Literature					
English 390- Senior Thesis I					
English 395- Senior Thesis II					

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Ability to develop , comparative and imaginative interpretations of literary, critical, linguistic or creative material; A2 Ability to recognize the potential limits of knowledge which includes self-reflectivity and a critical stance towards dominant discourses; A3 A thorough understanding of the developments in the fields of English and the ability to recognize and respond to an evolving canon; A4 Ability to reflect critically upon the acts of reading and writing and on the history of textual production and reception;	<u>Learning and teaching strategy</u> Lectures, workshops, discussions, student led activities and group work, student participation in research, audio-visual materials, individual research in library and web-based databases, guest lectures, visits to professional settings (i.e. media agencies, language schools, book-stores). Senior thesis seminars and workshops, tutorials, debates and group work, use of audiovisual materials, focused research in library and web-based databases. <u>Assessment methods</u> Critical and scholarly written work, with research components phased in progressively in a variety of formats building from previous levels. Senior thesis, comparative projects, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Understanding of how critical, analytical and creative approaches produce knowledge;	<u>Learning and teaching strategy</u>

3B. Cognitive skills	
B2 Independence of mind and originality of approach in interpretative and written practice and in intiating projects of their own; B3 Ability to participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own; B4 display confident textual analysis and fluent critical argument, attending to language, structure and form and the role of the reader in the process of communication and interpretation.	Lectures, group work, workshops, guest lectures, discussion groups, individual research, audio-visual materials, personal advising by thesis mentors, tutorials. Assessment methods Senior thesis, academic papers, book/film reviews, exams, projects, research projects, take – home exams, individual or group portfolios of work (whether critical, creative or reflective, relating to the outcome of professional practice), portfolios.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Aptitude to engage in critical analysis, whether of texts, fields of knowledge, concepts or cultural or production practices, including the ability to contextualize the analysis and engagein critical debates through discursive argument. C2 Ability to deliver original work (e.g. long essays, senior thesis) based on thorough knowledge of the state of the art, data harnessed through empirical research, and providing a comparative/critical perspective.	Learning and teaching strategy Extensive engagement with individual and group projects, continuous engagement in events organized by the College (career week, workshops on thesis writing, seminars with professionals in the field of English and the Media, events, etc.). Assessment methods Multimedia presentations, web based research and projects, case studies, research and report writing. Advanced seminars and guest lectures, extracurricular placement in internships and volunteerships.

3C. Practical and professional skills	
C3 Familiarity with various research methodologies, and ability to conduct independent research and organize relevant information to formulate an appropriate written argument or response. C4 Ability to locate, understand, and apply the research ethical codes produced by relevant subject associations, and understand and comply with the ethical standards appropriate to research in their field of interest.	

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Skills to critically evaluate arguments, abstract concepts and data. D2 Adaptability, creativity and reflectivity in producing output for a variety of audiences and in a variety of multi-platform media. D3 Ability to select and apply advanced research methods and techniques to produce original work; D4 Ability to work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflectivity.	<u>Learning and teaching strategy</u> Lectures, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Senior thesis, academic papers, group projects and presentations, research paper writing, exams, portfolios, multimedia assessments (i.e. infographics, video presentations, blog writing).

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in English 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6) Or transfer to BA (Hons) English (subject to validation)

SUGGESTED PROGRAM OF STUDIES

PATHWAY LANGUAGE AND LITERATURE

YEAR ONE/LEVEL 4
English 101
History 120
Politics 101
Philosophy 101
Computer Science 101
Math 100
Economics 101 or 102
English 102
English 120 Introduction to Literature
Biology 101 or Ecology 110 or Nutrition

YEAR TWO/LEVEL 4

English 203
English 224- Post World War II British and American Drama
English 235- Introduction to Literary Theories and Criticism
English 273-Introduction to Linguistics
Computer Science 108- Digital Tools for the Humanities
Anthropology 101 or Sociology 101 or Psychology 101
English 210- Creative Writing
Major Elective
English 250-Advanced Writing and Professional Communication
English 299- Teaching Approaches and Methods Past and Present

YEAR THREE/LEVEL 5
English 230-British Literature and Culture
English Hum 246- American Literature and Culture
English 274- Applied Linguistics in Theory and Practice

Philosophy 203
Free Elective
English 268-Women and Literature

English 325- Pedagogical Foundations in Second Language Acquisition
Major Elective
Comm 327- Research Methods and Practice
Major Elective

YEAR FOUR/LEVEL 6
English 390-Senior Thesis I
English 320- The Other in Literature and Media
English 380- The Business of Literature
Free elective
Major Elective

English 395-Senior Thesis II
English 259-Postcolonial Literature
English 340-Comparative Literature
Free Elective
Major Elective

Optional Validated modules – For Both Pathways

LEVEL 4

English 221 Short Fiction

English 275 Sociolinguistics: Introduction to Language and Society

English 220 Introduction to Twentieth Century Poetry and Drama

Comm 127 Communication, Culture and Society

His 201 Women in Modern Times (Pol &IR)

Soc Sc 210 Introduction to Global Studies and Human Geographies (Pol &IR)

CS 206 Web Development (BC)

LEVEL 5

English 292 Literature, Art and Culture in language education

English 284 Literature through Performance

English 350: Semiotics and Discourse Analysis: Writing for Social Change

Hum 221 History on Film/Film on History (Pol &IR)

Comm 217 Media in Transition

CS 306 Advanced Web Development (BC)

LEVEL 6

English 370 Literature and Film

English 310 Design and Evaluation of Teaching and Assessment Materials

Placement 300

Mkt 324 E-Marketing (B)

CS 219 Video Game Design with Unity and 3ds Max (BC)

English majors can also satisfy the Optional Module Requirement by taking a validated Required Module on the appropriate level from the English Pathway other than their own.

CURRICULUM MAP COMMUNICATION AND NEW MEDIA

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	English 120: Introduction to Literature	x	x	x		x	x	x			x				x		x
	English 224: Post World War II British and American Drama	x	x		x	x	x			x	x		x		x		x
	English 250: Advanced Writing and Professional Communication		x			x		x			x		x		x	x	x
	English 210: Creative Writing		x		x			x			x		x		x		x
	Comm 215: Foundations of Contemporary Media	x	x	x	x			x	x	x	x		x		x	x	x
	Comm 219: Introduction to Film Studies	x	x	x	x		x		x	x	x		x		x	x	x
	Comm 270: Digital Content and Story-Telling		x		x			x	x		x		x		x	x	x
	OPTIONAL MODULES																
	English 221: Short Fiction	x	x	x		x	x	x			x				x		x
	English 275: Sociolinguistics	x		x	x			x	x	x	x		x	x			x
	Hist 201: Women in Modern Times (Pol & IR)				x	x	x	x		x	x		x	x		x	x
	Soc Sc 210: Introduction to Global Studies and Human Geographies (Pol & IR)				x		x	x	x	x		x	x				x

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	CS 206: Web Development (BC)	x							x		x	x	x	x	x	x	x
	Comm 127: Communication, Culture and Society	x		x	x		x	x	x	x	x		x	x		x	x
	English 220: Introduction to Twentieth Century Poetry and Drama	x		x	x	x	x	x	x	x	x		x				x

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	English 230: British Literature and Culture	x	x	x		x		x	x	x	x		x			x	x
	English/Hum 246: American Literature and Culture	x	x	x		x		x	x	x	x		x			x	x
	Comm 315: Intercultural Understanding and Communication	x	x	x					x	x	x	x				x	x
	Marketing 200: Public Relations (B)	x	x		x				x	x	x	x		x	x	x	
	Marketing 214: Advertising (B)	x	x		x				x	x	x	x		x	x	x	
	Soc Sc. 215: Society and Culture (Pol &IR)	x	x	x		x		x	x	x	x		x			x	x
	Comm 233: Introduction to Journalism	x	x		x		x	x	x	x	x	x	x	x	x	x	x
	Comm 327: Research Methods and Practice	x		x	x	x	x	x	x	x	x		x	x	x	x	x
	OPTIONAL MODULES																

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	Hum 221: History on Film/Film on History (Pol & IR)	x	x	x		x		x	x	x	x		x			x	x
	English 292: Literature, Art and Culture in Language Education	x	x			x		x	x		x		x	x	x		x
	English 284: Literature through Performance	x	x	x				x	x		x	x	x	x		x	
	English 350: Advanced Writing/Writing for Social Change	x	x	x		x	x	x	x		x	x	x	x			x
	Comm 217: Media in Transition		x		x	x		x	x		x	x		x			x
	CS: Advanced Web Development			x				x	x	x	x	x		x	x		

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	English 320: The Other in Literature and Media	x	x	x	x	x		x	x	x	x			x			x
	English 390: Senior Thesis I	x	x	x	x	x	x	x		x	x	x	x	x		x	x
	English 395: Senior Thesis II	x	x	x	x	x	x	x		x	x	x	x	x		x	x
	Comm 227: Media Theory	x	x	x	x	x		x	x	x	x			x	x	x	x
	Comm 317: Communicating through New Media	x	x	x	x	x		x	x	x	x			x	x	x	x
	Comm 345: Media Ethics in the Digital age: Challenges for the Media Industry and the Public			x	x	x		x	x	x	x		x	x	x		x
	OPTIONAL MODULES																
	English 310: Design and Evaluation of Teaching and Assessment materials		x	x		x		x	x	x	x	x		x		x	x

Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
English 370: Literature and Film	x		x		x	x	x	x	x	x			x		x	
Marketing 324: E-Marketing	x				x			x			x			x	x	x
CS 219: Video Game Design with Unity and 3ds Max	x				x			x						x	x	x
Placement 300	x		x				x			x	x	x		x	x	x

CURRICULUM MAP LANGUAGE AND LITERATURE

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	English 120- Introduction to Literature	x	x	x		x	x	x			x				x		x
	English 235- Introduction to Literary Theories and Criticism	x	x	x	x		x	x		x	x		x			x	
	English 273- Introduction to Linguistics		x		x		x	x	x	x	x					x	x
	English 210- Creative Writing	x			x		x	x		x	x						x
	English 224- Post World War II British and American Drama	x	x	x	x	x	x	x	x	x	x		x				x
	English 250-Advanced Writing and Professional Communication				x			x	x		x	x	x		x	x	x

Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
English 299: Teaching Approaches and Methods Past and Present		x	x			x		x		x	x		x	x	x	x
OPTIONAL MODULES																
English 221: Short Fiction	x			x	x	x	x	x		x				x		x
Hist 201: Women in Modern Times (Pol & IR)				x	x	x	x		x	x		x	x		x	x
Soc Sc 210: Introduction to Global Studies and Human Geographies (Pol &IR)			x	x		x			x	x		x	x		x	x
CS 206: Web Development (BC)				x			x		x	x		x	x	x	x	x
Comm 127: Communication, Culture and Society			x	x		x	x	x	x		x		x	x	x	x
English 275: Sociolonguistics		x	x	x		x	x	x	x	x		x			x	x
English 220: Introduction to 20th Century Poetry and Drama	x	x	x	x	x	x	x	x	x	x		x				x

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	English 230: British Literature and Culture	x	x	x		x		x	x	x	x			x		x	x
	Eng/Hum 246: American Literature and Culture	x	x	x		x		x	x	x	x			x		x	x
	English 274: Applied Linguistics in Teaching Theory and Practice	x		x	x		x		x		x	x	x	x			

	x		x	x		x		x		x	x	x		x		
English 325: Pedagogical foundations in Second Language Acquisition	x		x	x		x		x		x	x	x		x		
English 268: Women and Literature	x	x			x		x	x		x			x			x
Comm 327: Research Methods and Practice			x	x	x	x	x	x	x	x	x	x	x		x	x

OPTIONAL MODULES

Hum 221: History on Film/Film on History (Pol &IR)			x		x		x	x	x	x			x		x	x
English 292: Literature, Art and Culture in language education	x	x		x	x			x		x	x	x	x		x	x
English 284: Literature through Performance	x	x	x		x			x		x	x	x	x		x	
English 350: Advanced Writing/Writing for Social Change	x		x	x	x	x	x	x	x	x			x		x	x
Comm 217: Media in Transition			x	x	x		x		x		x	x	x	x		
CS 306: Advanced Web Development (BC)			x				x	x	x	x	x		x	x		

Level 6	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
	English 259-Postcolonial Literature	x	x	x	x	x		x	x	x	x			x	x		
	English 320-The Other in Literature and Media	x	x		x	x	x	x	x	x	x			x	x	x	
	English 340-Comparative Literature	x	x	x	x	x	x	x	x	x	x			x	x	x	
	English 380- The Business of Literature			x	x		x		x		x	x	x	x	x		
	English 390- Senior Thesis I	x	x		x	x	x		x	x	x	x	x	x		x	x
	English 395- Senior Thesis II	x	x		x	x	x		x	x	x	x	x	x		x	x
	OPTIONAL MODULES																
	English 310: Design and Evaluation of Teaching and Assessment materials	x		x			x	x			x	x	x	x	x		x
	Marketing 324: E-Marketing (B)				x		x	x				x	x		x	x	x
	CS 219: Video Game Design with Unity and 3dsMax (BC)				x		x	x			x		x		x		
	English 370 : Literature and Film	x	x	x	x	x	x	x	x	x	x			x			
	Placement 300	x		x				x			x	x	x		x	x	x

Factual information			
Module title	English 120 Introduction to Literature	**Level**	4
Module tutor	Dr. Eleni Godi	**Credit value**	15
Module type	lectures, discussion	**Notional learning hours**	150

Rationale for the module and its links with other modules

This is a required module for all English majors and a General Education Requirement (to be chosen among 3) for all ACT students in which they have the opportunity to acquire basic knowledge and understanding of the field of literature. The module serves as the basis for more advanced literature modules such as English 230, English 268, English 259 and others.

Aims of the module

The purpose of this module is to introduce students to the literary genres of poetry, drama and short fiction prose, and to familiarize them with a variety of literary techniques specific for the analysis of each genre. Students read a selection of classic and contemporary works within these genres and engage in analysis of narrative, study key poetic techniques that make meanings happen and discuss critical approaches as part of an attempt to become better readers and a more critical audience, thus providing a broad literary basis for ensuing theoretical and critical discussions (see English 235). Finally, the module will also cultivate students' creative skills, thus enhancing their overall writing abilities and helping them become more conscious writers.

Indicative content.

Through a close study of both classic and contemporary works in the selected literary genres, students gain valuable experience in discussing, analyzing and writing about literature using a critical discourse appropriate to each genre. Each text studied allows students to sample the particular writer and his/her work; to appreciate his/her place in the literary canon; and to learn the basic literary techniques (narrative elements, poetic devices, etc.), as best suited to an introductory module. Among the techniques discussed are the narrative elements of plot and structure, character, setting, point of view, allegory and symbol, language and style; the role of figurative and sensory language, sound and rhyme, speaker and imagery in poetry, etc. Overarching themes include literature as art, literature in education and in everyday life. The readings are supplemented by recordings of poems or movie excerpts where works of poets studied appear (Auden in *Four Weddings and a Funeral*, Whitman in *The Dead Poets' Society*) or short documentaries from YouTube or Open Culture that provide an accessible introduction to the texts. Students are also encouraged to do creative assignments that will allow them to better grasp authorial choices and reflect on their own personal engagement.

Module title	**English 210- Creative Writing**
Module tutor	Dr. Zoe Charalambous
Level	4
Credit hours	15
Notional Learning Hours	150

Rationale for the module and its links with other modules
This is a module designed for students of all disciplines wishing to enhance their knowledge and understanding of creative writing. The module extends ways of viewing creative writing linking itself with literature and digital content modules, psychology and business through its three-part structure exploration of types of writing, going against the usual canonical way of teaching creative writing too. The module explores creative writing as viewed through its relation with literature, through a shift of self and as an object of research. The module's pedagogy is based on creative writing pedagogy research conducted at the Institute of Education, UCL.

Aims of the module
The purpose of this module is to introduce students to basic ways of understanding and practising creative writing linked to literary critique, to self-development and finally to business writing, for example writing for advertising. The first part of the module aims to provide students with basic modes of creative writing introducing students to fiction and poetry. The second part of the module touches upon the more auto-biographical aspects of writing within one's writing. The third part objectifies the process of writing asking students to practise writing to order for an audience.

Indicative content.
Through the reading of essays about writing, creative writing studies papers and creative and reflective writing, the module will aim to introduce students to writing for an audience. This audience, depending on the target genre, will vary from "self" to "reader" or "customer." The module will begin by introducing the field of creative writing through key debates that will help relate to their own practice of writing. It will start with the "practice of poetry" – asking students to explore the Other they respond to when they write, including both experimental, free creative writing exercises and studying the form of basic forms of poetry such as terza rima, the sonnet, villanelle, sestina. This move between "free" and more structured writing will contribute to the students' exploration of their own writing style subtly going against the usual canonical manner of teaching

creative writing. As they read and write in these different modes students will also benefit from reflecting across what they write and read throughout the course.

The second part of the module named the practice of fiction will introduce students to basic narrative techniques and categories in fiction in combination with reading essays about writing fiction. Along with experimental writing and reflection about it, students will practise specific fiction genres in an attempt to explore and discover their own writing pathways.

The final part of the module will consider how creative writing might be translated in the context of advertising, marketing and business text and what "effective" copy means. The aim in this part is to help students gain a basic understanding of the rules in copywriting.

The module will be interactive in the form of workshops, including writing sessions, interactive discussions, lectures and self-reflection.

Module title	English 220: Introduction to Twentieth Century Poetry and Drama
Module tutor	Fiona Cornes
Level	4
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, activities

Rationale for the module and its links with other modules

This is an elective module for English majors and a free elective for all ACT students, which introduces them to selected works of twentieth century poetry and drama that reflect particular stylistic and thematic concerns of the period. It relates to the basic literature module, English 120, and is the basis for more advanced literature modules such as English 230.

Aims of the module

The module aims to introduce students to a systematic study of poetry and drama from a specific period; to enhance their capacity to understand and think analytically about these genres; to recognise the importance of poetic form and dramatic language in the construction of meaning; to further develop their literacy skills so that they will be more critical and responsive readers and more exact and confident writers; to improve students' understanding of drama as both a literary and a performance medium and the connection between the two; and to introduce students to the correlation between text and context and how one informs and shapes the other.

Indicative content

This module will expose students to twentieth century poetry and drama through the consideration of selected texts from both genres that represent major thematic and stylistic concerns of the period. Students will reflect upon the diverse directions taken by poets and dramatists throughout the century and some of the factors that have influenced literary developments, while learning how to critically analyse the components of both genres and evaluate their effects. Relevant points of comparison between both genres (poetry/drama) will be explored throughout the course.

- One part of the module is concerned with poetry and introduces students to the analysis of poetic techniques, structure, language and style and their relationship to meaning through the close reading of selected works; where appropriate tracing similarities and differences in the works studied, as well as evaluating relevant contextual influences. Poets to be considered may include Maya Angelou, ee cummings, Carol Ann Duffy, T. S. Eliot, Robert Frost, Seamus Heaney, Langston Hughes, Mary Oliver and Sylvia Plath. The following topics will be addressed: what is poetry?; the elements of

poetry; twentieth century critical approaches; Modernism; the significance of historical and cultural contexts when responding to a text; writing about poetry.

- In the other part of the module, three plays will be studied – "Death of a Salesman" by Arthur Miller; "Waiting for Godot" by Samuel Beckett; and "Top Girls" by Caryl Churchill. The focus will be upon dramatic conventions, structure, language and style, with careful attention given to the performative aspect of the texts and influences that have helped shape twentieth century theatre practice. Recorded performances of the plays will be viewed, where possible: Alex Segal's "Death of a Salesman"; the Beckett on Film production of "Waiting for Godot"; "Top Girls" directed by Max Stafford-Clark. Topics to be addressed include: how do we define theatre?; the elements of drama; the reaction against Naturalism; the avant-garde; Post WWII American drama; Theatre of the Absurd; the "New Wave" – British theatre post 1950's; the elements of performance; transforming a written text into a performance.

Module title	**English 221 Short Fiction**	Level	4
Module tutor	Eleni Godi	**Credit value**	15
Module type	Taught	**Notional learning hours**	150

Rationale for the module and its links with other modules
This is an English Level 4 elective that focuses on a particular category of short fiction, the novella, in which students examine the conventions and the innovations of this literary genre. This module relates specifically to English 120 taught in the foundation year, as well as other literature modules where prose fiction is taught while concurrently examining one particular genre in depth.

Aims of the module
The course focuses on novellas selected from over one century of literary production (19th to 20th) and offers students the opportunity to study this genre's technical and thematic variety. Through the study of both classic and contemporary examples of the genre, students will become acquainted with the work of influential prose fiction writers, gain an insight into its particular features and be able to draw comparisons with the genres of both the short story and the novel.

Indicative content.
This module focuses on the critical appreciation of novellas within the context of the traditions and innovations typical of this genre, and with respect to the standard elements of prose fiction in both theory and practice. Through the in-depth study of seminal short novel practitioners such as Herman Melville, Henry James, James Joyce, Philip Roth, Gabriel Garcia Marquez and Alice Munro, students learn to recognize both the stylistic features distinct to each writer as well as the common thematic and technical threads that group them together. To this end, students will overview the genre of the novella, examining its origin and discussing its literary classification and evolution; study the implications of diverse narrative choices within each text and across texts; analyze why the novella is considered a suitable genre for the study of fictional character; consider the central role of communities in novellas, both as a technique and as a theme; identify and evaluate the presence of recurrent novella themes, and finally ask what makes a short story writer or a novelist turn to this genre, and in the process consider the similarities and differences of the prose fiction genres themselves. Whenever possible, readings will be supplemented with their film adaptations (for example, the adaptation of Joyce's "The Dead" in John Huston's 1987 film *Dubliners* and Gabriel Garcia Marquez's *The Incredible and Sad Tale of Innocent Erendira and her Heartless Grandmother* in Ruy Guerra's 1983 film *Erendira*). As in all literature modules, class discussions will be informed by literary theories and critical debates.

Module title	**English 224: Post World War II British and American Drama**

Module tutor	Fiona Cornes
Level	4
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, activities

Rationale for the module and its links with other modules
This is a required module for English majors (and a free elective for all ACT students), which introduces them to the work of British and American playwrights from the period after the second world war up until the start of the 21st Century. It relates to the basic literature module, English 120, and is the basis for more advanced modules such as English 230, English/Humanities 246 and English 284.

Aims of the module
The module aims to introduce students to the systematic study of different kinds of drama from a specific period; to enhance their capacity to understand and think analytically about dramaturgy; to recognise the importance of the conventions of drama in the construction of meaning; to further develop their literacy skills so that they will be more critical and responsive readers and more exact and confident writers; to improve students' understanding of drama as both a literary and a performance medium and the connection between the two; and to introduce students to the synergy between dramatic texts and developments in theatrical practice, and how each informs and shapes the other.

Indicative content

This module will expose students to Post World War II British and American drama through the consideration of selected play texts that represent major thematic and stylistic concerns of the period up until the start of the 21st Century. Students will reflect upon the directions taken by dramatists in Britain and America after the second world war and some of the social, political and cultural factors that influenced developments in drama, theatre and performance, learning how to critically analyse the components of dramaturgy and to evaluate their effects. While the primary focus of the course will be upon the play texts, which will be explored through careful close reading, attention will also be given to the context within which the works were created and the often profound influence of theatre practitioners and other innovators with regard to acting, staging practices and performance during this period. Where possible live and/or recorded performances of the plays under consideration will be viewed and critically discussed.

Topics to be addressed include: how do we define drama, theatre and performance?; the elements of dramaturgy; the reaction against Naturalism; the avant-garde; Brecht and Epic Theatre; Theatre of the Absurd; the "New Wave" – British theatre post-1950's; Postmodernism; the elements of performance; transforming a written text into a performance.

Module title	**English 230 British Literature and Culture**	Office #C 2	
Module tutor	Dr. Eleni Godi		
email	egodi@act.edu	2310 398 229	

Rationale for the module and its links with other modules

This is a standard survey module that guides students to the study of British literature in a more historical and culturally contextual fashion following their exposure to the literary genres in English 120 and English 224. It is designed to complement English Hum 246: American Literature and Culture, where the American literary production is selectively examined.

Aims of the module

This module aims to help students explore the interface of literature and society, and to provide them with appropriate tools for more advanced contextualized literary study. Students will learn to contextualize individual texts, recognize literary trends and cultural modes, evaluate literary and social movements, and be able to follow and discuss the evolution of British literature since the age of Chaucer within each cultural frame. While the focus of the module is primarily on so-called canonical writers and texts, class discussions and overarching critical perspectives look beyond such classifications.

Indicative content.

The module will analyze contextually the works of key writers from the age of Chaucer and on. To help expose students to literary breadth and textual richness, excerpts of longer texts will be selected. A historical and cultural overview of each era will introduce the texts studied as needed.

- General Introduction
- Chaucer and introduction to "The Canterbury Tales"
- Chaucer, "The Miller's Prologue and Tale"
- The 16th century
- 16th century sonnets: Sir Philip Sidney, from *Astrophil and Stella*, a selection of sonnets
- William Shakespeare, a selection of sonnets
- Metaphysical poetry: John Donne, "The Flea" , "The Good-Morrow", Andrew Marvell, "To His Coy Mistress"

- John Milton *Paradise Lost,* general introduction
- *Paradise Lost* Book 1 and Book 9, excerpts
- Jonathan Swift, "A Modest Proposal"
- Romantic Poetry
- William Wordsworth, from *Preface to Lyrical Ballads*, "Lines"
- Samuel Taylor Coleridge, "The Eolian Harp"
- John Keats, "Ode on a Grecian Urn", "Ode to a Nightingale"
- 20th century
- Poetry of the first World War (general) : Rupert Brooke, "The Soldier", Siegfried Sassoon, "They", "Glory of Women" , Wilfred Owen, "Dulce et Decorum Est", "Futility"
- William Butler Yeats, "Sailing to Byzantium"
- T. S. Eliot (general), "The Waste Land"
- Virginia Woolf, "The Legacy", "Three Pictures"
- Katherine Mansfield, "Miss Brill", "The Singing Lesson"

Module title	English 235-Introduction to Literary Theories and Criticism	Level	4
Module tutor	Dr. Emily Bakola	Credit Value	15
Module Type	Taught	Notional Learning Hours	150

Rationale for the module and its links with other modules

An introductory survey of major contributions to literary theory and criticism, focusing especially on text and textuality, and especially the social, cultural and political aspects of textual interpretation. The module is designed to give students the theoretical background to better comprehend the material elaborated in the other courses. It is designed to address the central concerns in contemporary literary and cultural theory, for students in literature and other related disciplines of the humanities or social sciences. It aims at giving students a comprehensive account of the field, and to some of the key problems or questions that animate theoretical discussion today.

Aims of the module

This module will provide students with a basic theoretical background in literary and critical theory, while attempting to develop a coherent overall context that helps unravel the variety of approaches, theorists and technical language in a lucid and comprehensive way. More specifically, students will be able to define both literary theory and literary criticism and explain the emergence of these two fields as a discipline of study; display a comparative understanding of the theories; be able to apply theories to literary texts; learn how to analyze a literary text according to a given approach; become active participants and be able to make some personal sense of the theories and criticisms.

Indicative content.

The course readings will comprise of **a combination of theoretical and literary texts** for each of the following sections:
- Structuralism
- Post-structuralism and deconstruction
- Postmodernism
- Psychoanalytic criticism
- Feminist criticism
- Lesbian/gay criticism
- Marxist criticism
- New historicism and cultural materialism
- Postcolonial criticism
- Narratology

Module title	**English 250- Advanced Writing and Professional Communication**	Level	4
Module tutor	Dr. Emily Bakola	**Credit value**	15
Module type	Taught	**Notional learning hours**	150

Rationale for the module and its links with other modules
This module focuses on professional written and oral communication skills, relevant for a variety of professional settings. As a level 4 module required for English, Psychology and International Relations majors, it provides the groundwork for the practical aspects of later modules in all three fields, especially in terms of using persuasive language for professional writing: journalistic, marketing, political and executive among others. Finally, it addresses oral means of professional communication, specifically, public speaking, debate, dialogue, team work and negotiation.

Aims of the module
The purpose of this module is to provide instruction and practice in the skills and strategies necessary to produce effective written and oral communication skills in a professional setting. The module aims to prepare students for real-life professional situations and to help them develop a critical and wider understanding of the nature of interpersonal relationships and mass communication through practical applications.

Indicative content.
Writing skills are needed in the world of business and professional communication and will be developed through class work by creating arguments, utilizing sources critically, and planning writing. Practical and professional skills will be developed within a framework of debate and discussion on the rapidly evolving modern world of communication and production of information. Additional emphasis on the use of persuasive language in speeches and proposal writing, as well as on the creation of professional correspondence and communication. Skills to be developed relate to persuasive writing techniques, writing formal letters, executive summaries, and reports, research and summary of information, debate, discussion and dialogue and interpersonal communication.

Module title	English 259: Postcolonial Literature
Module tutor	Fiona Cornes
Level	6
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, activities

Rationale for the module and its links with other modules

This is an required module for English majors in the Language and Literature pathway (and a free elective for all ACT students), which introduces students to the consideration of literature (prose fiction/non-fiction, drama and poetry) from the standpoint of Postcolonial Studies and its key concepts, theory and debates. The course builds upon prior relevant knowledge from other courses (English 120, English 230 & English/Humanities 246), and relates most specifically to English 340 (Comparative Literature).

Aims of the module

The module approaches contemporary literature by anglophone writers from different parts of the world as an index both of distinct cultures and of cultural interaction and/or imposition, examining the ways in which the repercussions of imperialism

and colonisation can be traced in these works. Employing the concepts and theory of postcolonial studies and literature, students engage in close reading of selected works in order to determine how major thematic and stylistic concerns are reflective of diverse intellectual and cultural realities. As a critical reading and writing course, it will offer students the opportunity to develop a deeper awareness of the impact of social, political, economic, and cultural contexts on human creativity, types and styles of interaction, and perspectives.

Indicative content
Contemporary literary texts from around the world (originally written in English), which respond to the cultural, political and social issues raised by imperialism, colonialism and post-colonialism, are the focus of this module. Students are introduced to the field of Postcolonial Studies, its key concepts, theory and debates, and reflect upon the insights afforded by this area into the texts considered. Writers such as Chinua Achebe, Ama Ata Aidoo, Tsitsi Dangarembga, Anita Desai, Jamaica Kincaid, Hanif Kureishi, Andrea Levy, Michael Ondaatje, Arundhati Roy, Wole Soyinka, Ngugi wa Thiong'o and Derek Walcott, allow for the exploration of diverse issues through their works. Topics to be addressed on the course include: What do we mean by Postcolonial Studies?; Orientalism; countering imperialist discourse; the notion of the self and identity; ambivalence; the conception of the "other"; history and the meta-narrative; language and "Decolonising the mind"; resistance; hybridity; mapping and the role of boundaries.

Module title	**English 268 Women and Literature**	**Level**	5
Module tutor	Eleni Godi	**Credit value**	15
Module type	Taught	**Notional learning hours**	150

Rationale for the module and its links with other modules

This is a Level 5 English module that provides students the opportunity to study a selection of literary texts by women writers primarily from the 19th to the 20th century. It builds on students' prior knowledge of literature (English 120) and complements other literature or gender modules offered at ACT.

Aims of the module

This module examines the evolution of women's literature from the 19th to the 20th century through a study of selected texts by Anglophone women writers. Coventry Patmore's "The Angel in the House" (the only text studied written by a man) serves as the background against which we will study a variety of texts written by women writers that respond to and deconstruct this female portrait, gradually "killing the Angel" and working to create new fictional portraits and a new discourse for women and women's literature while moving beyond the canon.

Indicative content.

A chronological survey study of 19th and 20th century (and a brief taste of the 21st) women writers such as Elizabeth Barrett Browning, the Bronte sisters, Christina Rossetti, Virginia Woolf, Adrienne Rich and Jean Rhys, among others, will allow us to understand a segment of the evolution of women's literature during this time period. We will look into the importance of education, cultural norms, biases and conventions as well as the role of politics as shaping forces in these writers' works and we will critically examine the various forms and formats these discussions take in primarily Western, Anglophone works. Starting with Patmore's "The Angel in the House", we will consider the oppressive social implications of such laudatory hymns for women as his own, and the gradually more liberated portraits women writers create as they look for "a way out": from Elizabeth Barrett Browning's bold feminization of the great male epic in "Aurora Leigh", Christina Rossetti's multi-layered

"Goblin Market" to Charlotte Bronte's madwoman in the attic and Jean Rhys's attempted vindication of Mr Rochester's first wife in *Wide Sargasso Sea* (to provide just a few examples), we will witness a gradual moving away from concealed imagery (Rossetti) to directness and openness in new discourses (Rich) and new voices (Adichie, Evaristo). Emily Bronte's metaphysical use of nature, Dickinson's stylistic experimentation and Woolf's historical fiction are just a few of the means through which this discussion evolves over these two centuries. Texts studied include short stories, novels, poems and critical essays. To allow for exposure to more texts and more diverse discussions (given the complexity and openness of the field), certain texts are examined through selected excerpts and/or by visual means.

Module title	**English 273- Introduction to Linguistics**	Notional Learning Hours	150
Module tutor	Nicola Kondoyiannis – Zannis	Credit value	15
Module type	Taught	Module level	4

Rationale for the module and its links with other modules
This is a required module for all English majors in the Language and Literature Pathway and a foundation module for subsequent language, linguistics and communication modules.

Aims of the module
The module *Introduction to Linguistics* offers a selective overview of linguistic studies from various branches, such as anthropological linguistics, cognitive linguistics, functional linguistics, formal linguistics, psycholinguistics, and first language acquisition. Students gain an insight into language as a dynamic set of symbolic resources with many levels of expression: an acquired system of communication among the human species, an interactive system for expressing and creating both

Aims of the module
individual and socially constructed meanings, and an orthographic system for developing literacy. As the course progresses, students consider the global, social, and personal meanings of language.

Indicative content
Students are introduced to the fundamental concepts related to language, including Morphology, Lexicon, Syntax and Meaning. Students also acquire a better understanding of how the mind and brain work in an Introduction to Psycholinguistics. Finally, the different theories of First Language Acquisition and the stages of First Language Acquisition are investigated and subsequently analyzed.

Module title	**English 274- Applied Linguistics in Teaching Theory and Practice**	**Notional Learning Hours**	150
Module tutor	Nicola Kondoyiannis – Zannis	**Credit value**	15
Course type	Taught	**Module level**	5

Rationale for the module and its links with other modules
A required module for all English majors in the Language and Literature Pathway and a foundation module for subsequent language, linguistics and communication modules.

Aims of the module

This module is designed to offer students a solid grounding in current approaches to teaching English as a second/foreign language, with an emphasis on practical applications to classroom settings.

This module aims to introduce and analyze the fundamental principles and techniques of Teaching English as a Foreign Language. Students are challenged to develop lesson plans, manage a classroom, design teaching materials for particular age groups and teach grammar and vocabulary as well as the productive and receptive skills. The sessions and assessments enable students to demonstrate the knowledge they have acquired and their ability to apply their learning in a real teaching context.

Pre-requisite modules or specified entry requirements

English 273 An Introduction to Linguistics, English 299 Teaching Approaches and Methods: Past and Present

Indicative content

The module includes a general view of applied linguistics in relation to TESL/TEFL. Students have the opportunity to learn about current theories of language learning and their applications. A study of current teaching approaches and teaching practices such as task-based, project-based learning and student-centered techniques are covered. Topics such as classroom management, the role of the teacher, teaching receptive and productive skills, teaching grammar and vocabulary are introduced and explored with the aim of applying this knowledge to lesson plan design.

Module title	**English 275- Introduction to Sociolinguistics**	**Notional Learning Hours**	150
Module tutor	Nicola Kondoyiannis – Zannis	**Credit value**	15

Module type	Taught	Module level	4

Rationale for the module and its links with other modules

This module follows English 273 (Introduction to Linguistics) as an elective module in the field for all English majors. It links with other language-related and general communication modules, taken by English majors in both pathways.

Aims of the module

The module explores the general framework for understanding how speech communities use language to express socio-culturally significant meanings and investigates the particular linguistic styles conventionally used by social groups and subgroups. Participants are challenged to examine their attitudes towards language and how it is used in society and culture as well as exploring how dialects/varieties arise and how languages change over time.

Pre-requisite modules or specified entry requirements

English 273: An Introduction to Linguistics

Indicative content	
In this module, students are challenged to do the following: 1) Situate sociolinguistics in its discipline; 2) Acquire fluency in using terms & concepts to examine social uses of language; 3) Become familiar with current sociolinguistic research paradigms; 4) Expand research experience and hone research skills; 5) Develop awareness of linguistic styles, our own and those of others around us; 6) Apply this learning to analysing social situations, complications & misunderstandings; 7) Enhance preparation for entering the world of work, regardless of the profession.	

Module title	**English 284: Literature through Performance**
Module tutor	Fiona Cornes
Level	5
Credit value	15
Notional learning hours	150
Module type	Synchronous learning – lectures, discussions, workshop activities, performances

Rationale for the module and its links with other modules
This is an elective module for English majors and a free elective for all ACT students, which encourages recognition and appreciation of the symbiotic relationship between artistic disciplines. Through a focus upon elements of theatre and performance (conventions, skills and traditions) and their practical application with regard to selected literary works (including, but not limited to, dramatic texts), students will gain significant insights into how the medium of performance

opens out new possibilities for the comprehension of text. It relates to the basic literature module, English 120, and complements more advanced literature modules.

Aims of the module

The module aims to facilitate the development of a nuanced understanding of both literary and performance conventions and how they contribute to the creation of meaning. Students will strengthen their critical understanding of literary conventions; become acquainted with diverse performance conventions, skills and traditions, and their practical application; gain firsthand experience of the ways in which the distinctive features of a literary text can be rendered into a performance and the factors that need consideration; develop their communication skills in a variety of contexts; and evolve into more responsive, sensitive and reflective readers and audiences.

Pre-requisite courses or specified entry requirements

English 120

Indicative content

This module focuses upon the way in which the practical application of specific performance conventions, skills and traditions to literary works opens up exciting new avenues with respect to the understanding and interpretation of these texts. Through a critical exploration of selected classic and contemporary works - drawn from drama, the novel and/or short story and poetry - and their performative potential, students will strengthen their understanding of both literary and performance conventions, becoming more appreciative of the synergy between the two.
Students will be introduced to elements of performance (the performer and their use of verbal/non-verbal expression, the role of space and time, the significance of production aspects) through practical workshop activities, readings and discussions, initially focusing upon the interpretation of dramatic text before moving to a consideration of other text types such as prose

fiction and poetry (literature studied may include works by William Shakespeare, Lorraine Hansberry, Wendy Wasserstein, Charlotte Bronte, William Blake, Carol Ann Duffy, Italo Calvino, Kate Chopin).

As the module progresses, students will also become familiar with different performance traditions (comedy & tragedy in Ancient Greek/Roman & Renaissance Theatre; Pantomime; Melodrama; Realism/Naturalism; Epic Theatre; Theatre of the Absurd; Forum Theatre; Community Theatre; Improvisation; Physical Theatre; Devising) and practitioners (such as Shakespeare, Stanislavski, Artaud, Bausch, Brecht, Brook, Boal, Grotowski, Littlewood, Spolin, Frantic Assembly), both through their own performance work and through viewing and critically discussing live/recorded performances.

Module title	English 292-Literature, Culture and Art in EFL teaching	Level	5
Module tutor	Elsa Tsakiroglou	Credit value	15
Module type	Taught	Notional learning hours	150 hours

Rationale for the module and its links with other modules

This is a Major Elective module for students studying English at ACT in the English Language and Literature concentration. This Level 5 module will focus on how literature, culture and the arts can be used as pedagogical tools employed in the educational process, and more specifically in the teaching of English as a foreign language (EFL). The specific module relates specifically to language modules taught and draws from the fields of literature and art.

Aims of the module

This module aims to examine and put emphasis on how literature, culture and the arts can be applied in the teaching of English as a foreign language (EFL). Students will gain insight into modern theories of language teaching and experiment with learner-centred educational methods, which will inspire them to make their own teaching more creative and multicultural. Literature, culture and the arts will be used as pedagogical tools which will help students in their own teaching skills. The module will be interactive since students will be engaged in various creative activities, using literary texts, poems, films, music and the arts in the EFL class. Students will also be given the opportunity to do some classroom observation and acquire some first-hand experience of an inclusive EFL lesson. Towards the end of the module, students will implement everything that have learnt and experienced by creating their own, authentic and creative lesson plans and presenting them through microteaching to their class.

Pre-requisite modules or specified entry requirements

English 120

Indicative content

The students will be exposed to various teaching situations and their attention will be drawn to the design of creative and more art-based lesson plans and teaching materials. In the specific module, students will discover that Literature, arts, culture and language are not isolated fields but they can be huge assets in the EFL teaching process. Students will gain insight into modern theories of language, as well as poststructuralist approaches to the arts and literature, and experiment on learner-based, creative and experiential educational methods. In every class students will be called to actively engage in a variety of creative activities, games and improvisations related with the use of fiction, poetry, drama, film, music in an EFL teaching environment.

Module title	**English 299 Teaching Approaches and Methods : Past and Present**	**Notional Hours**	150
Module tutor	Nicola Kondoyiannis – Zannis	**Credit value**	15

Module type	Taught	**Module level**	4

Rationale for the module and its links with other modules

This is a required module for all English majors in the Language and Literature Pathway and a foundation module for subsequent language and linguistics modules.

Aims of the module

The module explores the past and current theories of language teaching methodology. Students gain an insight into the major and minor trends in twentieth-century language teaching as well as investigating alternative approaches and methods. Additionally, current communicative approaches are examined along with the post-methods era.

Pre-requisite modules or specified entry requirements

English 273 An Introduction to Linguistics

Indicative content

In this module students are introduced to the various approaches and methods involved in the field of language teaching alongside developing a clear understanding of basic ELT terminology. Students gain an understanding of the basic theoretical background behind the teaching and learning of languages.

Therefore, for each approach and method the following aspects are examined and discussed: 1) Theory of Language and Theory of Language Learning, 2) syllabus model, 3) types of learning tasks and teaching activities, 4)roles of learners, 5)roles of teachers, 6)role of instructional materials.

Module title	English 310- Design and Evaluation of teaching and assessment materials	Level	6
Module tutor	Elsa Tsakiroglou	Credit value	15
Module type	Taught	Notional learning hours	150 hours

Rationale for the module and its links with other modules
This is a Major Elective module for students studying English at ACT in the English Language and Literature pathway. This Level 6 module has a dual focus: a) to review and enhance students' knowledge of the main principles of language evaluation and testing and b) to raise awareness of the mechanics of designing teaching and assessment materials. The specific module relates specifically to English 274- Applied Linguistics and other teaching modules.

Aims of the module
This module aims to develop and enhance students' existing knowledge of the theoretical and practical approaches to materials evaluation and development. Students will increase their critical awareness of approaches and methodologies in a range of EFL contexts and gain further insight in critically evaluating teaching and assessment materials. They will also be given the ability to critically reflect on their own beliefs about teaching and learning, and develop their expertise in the creation of inclusive teaching materials at different levels and for different age groups. During the module, students will be able to synthesize all of the above, and create their own teaching and assessment materials. There will also be 2 visits to real classroom settings at the Anatolia schools during which students will have the opportunity to observe and evaluate teaching and assessment materials, while in the

last two weeks of classes students will devise their own materials and implement them through microteaching to their co-students.

Pre-requisite modules or specified entry requirements

English 274- Applied Linguistics

Indicative content

The students will be exposed to various teaching situations and their attention will be drawn to the design and evaluation of teaching and assessment materials. Through guided observation and independent research, prospective teachers are expected to gain awareness of effective teaching and evaluation methods so that they will be able to implement them in their future practice. Throughout the module, the need for reflective teaching will be highlighted and the ways in which this can be achieved will be considered. By the end of the module, students should be able to: a) approach teaching situations critically b) consider a number of teaching options regarding EFL materials, instructions, explanations, lesson planning, testing, assessment and feedback.

Module title	**English 320 The Other in Literature and Media**
Module tutor	Dr. Emily Bakola
Level	6
Credit value	15

Notional learning hours	150
Module type	lectures, discussions, activities

Rationale for the module and its links with other modules
The concept of "the Other" is a complex one, and it is hard to pinpoint exactly what it means. The Other has been a very common figure in literature as well as media, especially television and film. This module will focus, in an interdisciplinary fashion, on the various portrayals of "otherness" as they appear in diverse socio-historical contexts and from diverse points of view. Students will be exposed to a wide variety of written and visual texts and critically explore how Otherness has been imagined and portrayed in terms of gender, social class, race, sexual orientation, ethnicity and religion. Students will be encouraged to interrogate culturally dominant assumptions regarding "otherness" as well as read canonical texts against the grain, with a special focus on Western constructions of the "Other". As such, the module with other literature modules, such as English 259, Postcolonial World Literature and English 268, Women and Literature. It is a required module for both pathways.

Aims of the module
- analyze the underlying ideological and cultural assumptions in works of Western literature and visual culture   - understand the historical and political contexts of literature and visual texts   - identify significant narrative and figurative literary strategies as well as strategies in visual media   - navigate through critical engagement with theoretical texts   - improve their writing and analytical skills   - develop further their own critical voice.

Indicative content

 The content focuses on seminal texts on Western formations of "otherness" in literature and visual media. Students are introduced to diverse constructions of otherness regarding race, gender, class, sexual orientation and religion, as well as the ideological forces that produced such texts. Since the Other is not necessarily a numerical minority, the focus will remain on the Other perceived as different in kind, as lacking in some essential trait or traits that a dominant social group possesses. Writers such as Fitzgerald, Salinger, Morrison, Camus, Kafka, Duras, Shelley, Kureishi, Rushdie and Foucault will provide the literary basis of the exploration of otherness; directors such as Scorsese, Kubrick, and Felini will allow the exploration of otherness in visual narratives.

Topics to be addressed on the module include: What do we mean by Otherness? How can we see it as parts of a larger imperialist discourse? How is the notion of the self and identity constructed by those in power?

Module title	English 325 Second Language Acquisition	Level	5
Module tutor	Julie Carter	Credit value	15
Module type	taught	Notional learning hours	150 hours
Mode of Delivery	Lectures, workshops		

Rationale for the module and its links with other modules

This is a required module for students studying English at ACT in the English Language and Literature concentration. Students explore theory of second language acquisition (SLA) in general and its implications for teaching and learning in particular. This module relates specifically to English 273 – Introduction to Linguistics.

Aims of the module
This module aims to review general linguistic theory, explore aspects of morphology, phonology, semantics and syntax, theories of 1st and 2nd language acquisition, L1 interference in L2 acquisition, language universals, error analysis, language variations and disorders, sociolinguistics, bilingualism, and application of theory to 2nd language teaching methodology.

Pre-requisite modules or specified entry requirements
English 273 –Introduction to Linguistics

Indicative content.
Theories of first and second language acquisition will be examined to better understand influences of theory on practice and practice on theory. Certain factors influencing second language acquisition such as gender, ethnic backgrounds and the age factor will be examined and studied in a variety of contexts. Special emphasis will be placed in the application of principles of language learning to diverse learning contexts and groups of learners.

Module title	**English 340 Comparative Literature**	**Level**	6
Module tutor	Dr. Emily Bakola	**Credit value**	15
Module type	Taught	**Notional learning hours**	150

Rationale for the module and its links with other modules

This module is required within the pathway "Language and Literature" of the English BA and a general English elective. It complements English 259 and strengthens the interdisciplinary aspect of the degree program.

Aims of the module

The module aims to engage students in a comparative study of literary representations of sexuality from antiquity to present times. Terms such as 'sex' and 'sexuality' are often used interchangeably, without considering their many different connotative meanings at different historical periods, or in different cultural contexts. How do texts construct sexuality? Sin has been linked to sex and sexuality for centuries; how do we understand 'sin' today? What is the role of various social, political, cultural, and religious institutions in constructing and perpetuating an ideology of 'normalcy' and morality with regard to sexual behavior? Also, how has science been influencing the putative ideology? Finally, where does art come in? How have literature and film helped shape or challenge our views on sex, gender, sin? The course is divided into three parts: a) philosophy and sexuality, b) class, gender, sin, and sexuality, and c) Freud, psychoanalysis and sexuality, which will bring us back to philosophy. Works in translation will help us reveal the nuanced role of language itself in terms of constructing sexuality.

Pre-requisite modules or specified entry requirements

English 120

Indicative content.

The course begins with Philosophy and sexuality, and will then move to issues regarding class, gender and hidden sexualities

in the 19th century. We will proceed to the 20th century and examine works related to alternative sexualities. Forbidden sexual

identity and the notion of sin across time will be discussed throughout the course. Freudian theory on sexuality and the role

of science will inform much of the theoretical framework.

Module title	English 350: Advanced Writing for Social Change	Level	5
Module tutor		Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules
Writing for Social Change is a longstanding rhetorical tradition of using public writing as a tool for social critique and as a means of personal, community, institutional, and/or political dialogue and transformation. In order to develop a sense for social critique, the module addresses a variety of social issues such as class, gender, sexuality or race, that are sites of struggle for social change. Students will explore a variety of texts from the media, literature, film or popular cultures in order to understand how content, style, structure and format vary across a range of reading and writing situations. They will explore the relationships among the text, writer, audience, and context, and discuss how these relationships shaped the writer's choices. Then they are asked to apply this theoretical knowledge by writing in different genres and for different audiences, adapting the

voice, tone, format and structure of their writing to meet the needs of the audience. The module links with both literature and media modules as a Major Elective.

Aims of the module

The module is designed to foster skills development in the areas of critical thinking, understanding the confluence of fiction, fact and practical change, and a creative approach to making a voice heard in order to affect social change. Social change is addressed through a variety of topics such as gender, class, race, ethnicity, sexuality etc. Students will learn how to frame the issues, identify critical questions and produce works for and about a variety of texts and social change. It also aims at familiarising students with methodologies for textual analysis from linguistics and semiotics to discourse analysis.

Indicative content

The module is developed around two components: a theoretical and a methodological. In order for the students to understand the power of language they will both engage in writing, and in analysing texts drawing from various strands in discourse analysis. Through this process they will come to understand that there is no such thing as a neutral vantage point; language is always permeated by ideology. Some topics that will be discussed under this lens are class, race, gender, sexuality, orientalism, globalisation.

Module title	English 370	Level	6

	Literature & Film			
Module tutor	Dr. Emily Bakola		**Credit value**	15
Module type	Taught		**Notional learning hours**	150

Rationale for the module and its links with other modules

English 370 is a major elective interdisciplinary module that explores some of the most important post-war literary and cinematic representations of conspiracy and paranoia on two main topics: the Cold War and the assassination of president, John F. Kennedy. A shorter examination of the narratives regarding 9/11 is also included.

Aims of the module

The module aims to provide insight into the ways literature and film intervene, interrogate and revisit key historical events in U.S. history. Some of the questions that will inform the content of the course and guide our discussions include the following: what are the basic elements of conspiratorial narratives? Why do conspiracy and paranoia go hand in hand? How is history revisited in the arts? In what ways could cinema be seen as a more effective medium/vehicle for conspiratorial narratives? Is there a social function or utility in these texts? What are the strengths and weaknesses of this genre? And, most importantly, why are they so extremely popular?

Indicative content.

The study of the theoretical frameworks regarding conspiratorial narratives and paranoia is closely examined alongside with specific literary and cinematic texts. The historical context of the cold war, the Kennedy assassination and 9/11 is closely investigated in order to examine critically the cultural texts.

Film terminology and overview of key literary movements that inform the literature studied will be thoroughly employed.

Module title	**English 380: The Business of Literature**	Level	6
Module tutor	Eleni Godi	Credit value	15
Module type	Taught & project	Notional Learning Hours	150

Rationale for the module and its links with other modules

This is an advanced required English module in the pathway "Language and Literature" and an English elective for all students that offers them the opportunity to bring together prior literary, cultural and basic economics and/or marketing knowledge as they engage in an in-depth study of the market for books and practice their research skills. It links with all literature modules and marketing electives.

Aims of the module

The module will introduce students to contemporary mechanics of literary production and to the forces making a book available, promoting it to a best seller, or silencing it. More specifically, it will study the changing market conditions for literature, both in a historical perspective and on the basis of selected case-studies. Students will discuss literature within a social and business frame and approach literary production in particular as a revealing cultural phenomenon in the context of a given socioeconomic reality. In doing so, students will sharpen their intellectual and critical skills and become alert to the

interdependence of various fields which are traditionally considered separately. In addition, they will address and challenge underpinning canonical practices and biases.

Pre-requisite modules or specified entry requirements
English 120

Indicative content.
The module focuses on the socioeconomic issues pertaining to the production and consumption of literature. Writers whose work and career are revealing of the topics addressed in the course (see below) can be approached as case studies. More specifically, for the historical segment of the module, topics addressed will include: -from production to consumption: the publishing circuit -advertising literature -types of media and reviewing practices -book prizes -establishing and challenging literary canons -the evolution of literary trends -gender and reader attitudes For the practical segment, depending on particular student interest, research options will include: -interviews with publishers -interviews with readers: how we choose the books we read -statistical sales information -case studies of writers whose popularity "suffered" rises and declines -comparative studies of publishing strategies in Greece and abroad -marketing books, marketing other products: similarities and differences -the book field as a career field

Module title	**English 390 Senior Thesis I**	Level	6

Module tutor	General Thesis Supervisor: Dr. Eleni Godi	Credit value	15
Module type	Research project + training sessions	Notional Hours	150

Rationale for the module and its links with other modules
This is the first part of a module in which the students are required to write an 8,000-word thesis. It forms a fundamental component of the BA Hons English curriculum, serving both its pathways, which offers students the opportunity to cultivate the abilities and skills necessary for the realization of a medium-scale research project, from the formulation of the initial research question to its final submission. Combining what is often encountered as either final year Dissertation or Advanced Research & Writing Skills, the module offers an integrative, hands-on and project-focused approach deemed particularly useful both to a wide variety of professional settings and to the advancement to graduate studies.

Aims of the module
The module aims to:

- Advance students' ability to devise and formulate a research topic
- Advance students' ability to search, gather and evaluate the relevant research resources
- Advance students' skills to think critically through different perspectives on a given issue
- Advance students' ability to articulate analytical, sustained and properly justified arguments
- Encourage the growth of independent and reflexive thinking

Indicative content.
Kinds of research questions. Moving from a topic to a question to a working hypothesis. Reflecting on choices. Kinds of sources. Searching for and processing of sources. Using tables and figures. Citation and quotation practices. Writing a literature review.

Indicative content.
Planning arguments. Writing an abstract and outline. Compiling a scholarly bibliography, partly annotated. Reflecting on and justifying all the above.

Module title	**English 395- Senior Thesis II**	**Level**	6
Module tutor	General Thesis Supervisor: Dr. Eleni Godi	**Credit value**	15
Module type	Research project + training sessions+ presentation	**Notional learning hours**	150

Rationale for the module and its links with other modules
This is the second part of a module in which the students are required to write a 8,000-word thesis, or a 6,000 word thesis if accompanied by a strong multimedia component. It forms a fundamental component of the BA Hons in English curriculum, serving both its pathways, which offers students the opportunity to cultivate the abilities and skills necessary for the realization of a medium-scale research project, from the formulation of the initial research question to its final submission. The module offers an integrative, project-focused approach deemed particularly useful both to a wide variety of professional settings and to the advancement to graduate studies.

Aims of the Thesis module
The module aims to: ▪ Advance students' ability to devise and formulate a research topic ▪ Advance students' ability to search, gather and evaluate the relevant research resources ▪ Advance students' skills to think and write critically through different perspectives on a given issue ▪ Advance students' ability to articulate analytical, sustained and properly justified arguments

Aims of the Thesis module
▪ Encourage the growth of independent and reflexive thinking ▪ Generate coherent, optimally original body of work

Pre-requisite modules or specified entry requirements
English 390
Indicative content.
Pathway related research resources and tools. Issues and design of the research process. Organization and writing of research thesis. Planning, writing and revising a draft. Preparation and submission of manuscript. Presentation of thesis to specialist and non-specialist audiences.

Module title	**Eng/Hum 246 American Literature and Culture**	**Level**	5
Module tutor	Dr. Joseph Michael Gratale	**Credit value**	15
Module type	Taught, lecture and discussion	**Notional learning hours**	150

Rationale for the module and its links with other modules
This is a third year module (Level 5) for students studying English and Political Science and International Relations. It is an elective for PSIR students and a required module for English students. In this module, students will have the opportunity to explore key texts in American literature and encounter selected aspects of American cultural-social history from the mid-

nineteenth century to the present. It links specifically with English 230, British Literature and Culture and other literature modules.

Aims of the module

This module aims to provide students with insights into contemporary American literature, culture and society through an examination of selected literary texts and non-fictional sources which reflect the socio-cultural contexts of particular 'moments' in America's historical trajectory. Students will be exposed to a variety of texts from different fields including: literature, the visual arts, political/historical essays/commentaries, and music.

Indicative content.

To provide an overview of socio-cultural / historical developments of the USA; the role of literature, culture and cultural theory; analysis of various cultural texts; thematic study of selected themes: identity, the Native American experience, ethnicity, immigration, religion, the American city, African-Americans, regional identifications, gender and sexuality, media/youth culture, America and Empire, the USA and cultural globalization, and 'Americanization' as globalization.

1. Romanticism and Transcendentalism (1835 -1870)

2. Realism and Naturalism (1870 - 1914)

3. Modern Period (1915 - 1945)

 4. Postmodern / Contemporary Period (1946 - present)

Module title	Comm 127 - Communication, Culture and Society	Credit value	15
Module tutor		**Level**	**4**
Module type	In-class delivery, lectures, discussion	Notional Learning Hours	150

Rationale for the module and its links with other modules

The module is an elective for all BA Hons English students. It can serve to provide a foundation to both of the programme's pathways (Language and Literature & Communication and New Media) by examining human symbolic activity from a combined humanistic and social science perspective, as well as helping students to practice and develop their communication skills. Covering a range of different forms and contexts of communication (interpersonal, group, public, mediated, verbal and non-verbal) and using cases and scenarios drawn from everyday life, the module explores the ways communication and culture interrelate and interact, with particular focus on the workings and failures, potentialities and constraints of human communication. The module is linked with modules such as COMM 215: Foundations of Contemporary Media, COMM 219: Film Studies, COMM 233: Introduction to Journalism, COMM 227: Media Theory, COMM 317: Communicating through New Media, and COMM 345: Media Ethics in the Digital Age.

Aims of the module

The module aims to develop a critical awareness and understanding of communication as a multifaceted and processual phenomenon, both shaped by social context, institutions, cultural norms and values, and constitutive of meanings, relationships, communities and identities.

Indicative content.

Topics for study may include: Communication as a process and as symbolic activity. Types and functions of communication. Self and other in communication. Communication as impression management. Language, power and culture. The rhetorical tradition. Styles and types of listening. Styles and types of speaking. Characteristics and types of non-verbal communication. Characteristics and dynamics of interpersonal communication. Managing interpersonal conflict. Types of groups and group communication. Conflict and problem-solving in groups. Public communication and public advocacy. Mediated communication, cultural meaning and power. The ethics and rationality of social communication.

Module title	Comm 215 - Foundations of Contemporary Media	Level	4
Module tutor		Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules
The module serves as the main gateway to the Communication and New Media pathway by offering an overview of the foundations of mass communication, and the technological and social dynamics that have shaped their evolution. It focuses on the fundamental socio-historical development in the media, both at the level of their role as industrial and cultural institutions, and in the light of the ethical and legal terms of their operation. Special attention is given to the most recent of technological breakthroughs in media development, i.e., the digital revolution, and to its transformative consequences over the whole of the media/cultural industry landscape. It is also concerned with how changes in communication technology interrelate with the changing roles and fortunes of media industries and media audiences/users. The module is meant as an introduction to media studies and is linked with courses such as COMM 219: Film Studies, COMM 233: Introduction to Journalism, COMM 227: Media Theory, COMM 317: Communicating through New Media, and COMM 345: Media Ethics in the Digital Age.

Aims of the module

The module aims to acquaint students with the foundations of mass communication and the technological and social dynamics that have shaped their evolution. The course will help students gain a better understanding of the evolving media landscape, the role of media industries, the effects of technological breakthroughs, and the ethical, political, and legal debates related to the media.

Indicative content.

Topics for study may include:

the history of mass communication;

the institutions, social effects, and business workings of the media;

the development of mass literacy and mass communication;

roles and functions of communication;

various forms of media and their operations across time and various platforms;

ethics, conventions, and rules that regulate and control the media;

exploration of the characteristics of digital media, including interactivity, hypermedia, immersion, and storytelling.

Module title	Comm 217 - Media in Transition	Level	5

Module tutor		**Credit value**	15
Module type	Taught	**Notional learning hours**	150

Rationale for the module and its links with other modules

The module serves as an elective to the Communication and New Media pathway by offering an overview of the historical development of media, from their early to their latest phase, by following their growth as industrial and cultural institutions, as well as the ethical and legal framework of their operation. Covering both print (newspapers, magazines, books) and audio/visual media (photography, cinema, sound-recording, radio, television, internet, mobile media) the module explores how changes in communication technology interrelate with the changing roles and fortunes of media industries and media audiences/users. Special attention is given to the most recent of technological breakthroughs in media development, i.e., the digital revolution, and to its transformative consequences over the whole of the media/cultural industry landscape. The module part of the core components in the media and communications pathway, and is linked with modules such as COMM 215: Foundations of Contemporary Media, COMM 219: Film Studies, COMM 233: Introduction to Journalism, COMM 227: Media Theory, COMM 317: Communicating through New Media, and COMM 345: Media Ethics in the Digital Age.

Aims of the module

The module aims to acquaint students with the basic stages in the development of media, both as technologies, as industries and as cultural institutions. Also, to develop the students' comprehension of the effects that the key technological breakthroughs in media development had on media organization/ production/distribution & use of media. Finally, to make students aware of the crucial impact of the digital breakthrough in the creation of a new landscape of socialized media.

Indicative content.

Topics for study may include: Milestones in the history of media. Printing: the first media industry. Gaming and new media. Photographic media and the age of the image. Recordings and the music industry: from the phonograph to the iPod. Cinema: from mass entertainment to home-cinema. Radio and television: from broadcasting to narrow-casting. Internet and globalization. Digital media and media convergence. Copyright battles then and now. Media law and media ethics.

Module title	**Comm 219 Introduction to Film Studies**	Level	4
Module tutor	Dr. Andreas Anestis	Credit value	15
Module type	lectures, discussion	Notional learning hours	150

Rationale for the module and its links with other modules

This is a required module for English majors in the Communication and Media pathway and a Major Elective for Language and Literature majors. It is also available as a free elective to all degree-seeking and visiting students. As a form of communication, it links with all media and communication modules.

Aims of the module

The purpose of this module is to introduce students to the study of the cinematic experience from the perspective of those who create films and those who consume them.

Students are expected to gain insight into all the stages of filmmaking, from developing the script, to visualizing their stories, organizing and executing the film production, and editing their images and sounds into a final audiovisual product, while discussing abstract questions of history, philosophy, and art. In order to complete their introduction to psychocinematics, students work with the science behind cinematic arts, and investigate the question: "Do we all "see" the same story on screen, and, if not, what makes our responses different?"

The module will also cultivate students' creative skills, thus enhancing their overall script writing, directing, visualizing, video editing and sound mixing abilities.

Indicative content.

The course focuses on a multidimensional approach to cinematic art, especially in the era of digital media, providing a field for active engagement and cooperation between students through a variety of applications. The students will have the chance to:

a. deepen in the fundamental elements of the film art (characters, plot structure, image and sound aesthetics, digital image formation, editing and sound-designing) and the way they interact to construct the cinematic reality.

b. practice in digital film production techniques related to screenwriting, directing, editing, sound recording and mixing, etc.

c. combine the above with the rich theoretical background of film history and film theory.

The course will also offer the students a chance to explore a plethora of different key concepts related to the construction of the final audio-visual product and its perception. Physics of light and sound, optics, physiology and psychology of vision, communication, and audience studies will be among them.

Module title	Comm 227: Media Theory	Level	6
Module tutor		Credit value	15
Module type	Taught	Notional learning hours	150

Rationale for the module and its links with other modules

The module introduces students to the key theories regarding the role of mass media in the making and the workings of modern societies. The study of their distinctive concepts and arguments will help students make sense of the media in a methodical and systematic way, and cultivate a reflective attitude towards both the core issues and controversies about the impact of media, and the links between media technology, culture and society. Building on the historical and comparative knowledge of media acquired in Comm 215- Foundations of Contemporary Media, this module will allow students to develop the intellectual perspective and skills required to approach in more depth the debates and controversies regarding the media, and tackle more reflectively the issues and challenges concerning the current transition from the 'old' to the 'new' media (see Comm 317: Communicating through new media). It links with modules such as COMM 219: Film Studies, Comm 233: Introduction to Journalism, Comm 227: Media Theory, Comm 317: Communicating through New Media, and Comm 345: Media Ethics in the Digital Age.

Aims of the module

The objective of this module is to familiarize students with the major theoretical perspectives that have shaped the field of media studies. Through the examination of their distinctive insights, concepts and problematics, the aim is for students to comprehend and evaluate the contribution these perspectives had to the understanding of media and media-saturated modern society. The theories are presented and discussed in their historical and ideological context, inviting a critical understanding of their viewpoint and import.

Pre-requisite modules or specified entry requirements

Comm 215: Foundations of Contemporary Media

Indicative content.

This module provides a thorough and critical introduction to the key theories of media studies by bringing together different schools of media theory, and examining in depth the ideas of key media theorists such as Lasswell, McLuhan, Hall, Williams, Barthes, Adorno, Baudrillard and Bourdieu. Students are expected to gain an overview of these key approaches to the media, and to develop an analytical appreciation of the strengths and weaknesses of various theories. Those theories will be applied to various media texts (news articles, commercials, film excepts, video clips etc.), so that students will arrive at some thoughtful conclusions about the social impact and the implications of each approach, and gain a clearer view of the 'big picture' of media theory. Topics we will study include: history and contexts of media theory; mass media, mass society and modernity; theories of media effects and audiences, theories of ideology, meaning and representation; reception and active audience; cultural studies.

Module title	Comm 233– Introduction to Journalism	Level	5
Module tutor	Yannis Kotsifos	Credit value	15
Module type	Lectures & Lab	Notional learning hours	150

Rationale for the module and its links with other modules

This is a required module which, building upon the module Comm 215-Foundation of Contemporary Media and linking with Comm 317- Communicating Through New Media. It provides students with an overview of the fundamental concepts of journalism. Techniques, methods and models guiding the contemporary practice of journalism will be given particular emphasis.

Aims of the module

The module will bring students closer to the profession of journalism by engaging them with work across all media platforms – print, broadcast and online – and helping them to acquire basic journalistic skills. Students will explore the profession of journalism both at a theoretical but also at a highly practical level and will discover ways to tell a story.

Indicative content.

This module will introduce students to the principles and practices of journalism as well as journalism's role in a democratic society. The class will cover news, feature, and profile writing, as well as narrative journalism. The fundamental skills of a journalist will be introduced, including research and interviewing, fact-checking and attribution, style and persona. This module includes numerous on-campus and out-of-campus reporting and writing assignments by covering certain current affairs events. Guest speakers may include journalists who will address specialized areas of journalism. Students will visit actual newsrooms to familiarize themselves with the work of different media platforms.

Module title	Comm 270 – Digital Content and Storytelling	Level	4
Module tutor	Thomas Mikroulis	Credit value	15

Module type	lectures, case studies, discussion, workshops	Notional learning hours	150

Rationale for the module and its links with other modules
This is a Level 4 Communication and New Media required module for English majors and an elective for all ACT students in which they have the opportunity to acquire basic knowledge and understanding on storytelling and creating content on digital media. It links with Marketing modules offered and modules focusing on other communication media, such as film and creative writing.

Aims of the module
This module explores the world of online content and storytelling through a variety of digital and social media. Students gain insight into the uses and strengths of each medium –from Facebook and TikTok to blogs and podcasts-, as they learn to convey their messages through appropriate channels. Using selected case studies and best practices and via hands-on workshops, they will work together to identify common mistakes made in the digital world today, while realizing the endless possibilities it offers in order for them to reach their audience in the most impactful way. Applying the rules of storytelling, students will familiarize themselves with developing content for the various platforms and realizing the potential each piece of content holds, however small it might initially appear.

Indicative content

Sourcing relevant contemporary literature regarding the use of storytelling in 21st century media and the digital world, and by discussing selected case studies across the field, learners will familiarize themselves with its elements and the craft behind producing impactful stories. They will learn to process texts, writings and copy by working collaboratively or individually in order to produce content that fits longer or shorter format styles based on each medium's unique characteristics. The module explores newer media formats of storytelling such as podcasting and social audio that will see learners analyzing and discussing how to develop their ideas in innovative ways, and even delves into machine learning and AI in content creation. Successful advertising campaigns, dos and don'ts from published digital content and guidelines will also be included in lectures to highlight best practices in social media and how to effectively communicate a message to your target audience.

Module title	Communication 315 Intercultural Understanding and Communication		
Module tutor	Dr. Joseph Michael Gratale	Level	5
Module type	Taught	Credit value	15
Mode of delivery	100% face-to-face		
Notional learning hours	150 [Lectures / assigned readings / class participation, group work and discussions / summative writing assessments / class presentation		

Rationale for the module and its links with other modules

This is a level 5 module required for Communication and New Media pathway English majors and an elective for Pol& IR. It provides students with basic knowledge on how communication practices are patterned by culture, helping them to acquire a reflexive approach to their own cultural identity and communication styles. This module relates to other courses such as English 250 (Advanced Writing and Professional Communication) and various Communication and Globalization modules.

Aims of the module
This module aims to introduce students to a rounded understanding of how interactions between people from different cultural backgrounds take place and the influences that affect such processes. In today's globalized world this seems to be central to our existence as increased cross-cultural contact and exchange has become the norm. Drawing on case studies from diverse social and cultural contexts, we will develop knowledge and skills for more effective intercultural communication understanding and practices.

Indicative content.
What is Intercultural Communication – why do we need to know about other cultures - Key terms in the study of intercultural communication – Understanding 'culture' – frameworks for studying culture – Ethics and civic responsibility in intercultural research – The make-up of culture: identities and histories – Communicating culture: verbal and non-verbal communication – Media and cultural identities: diversity, gender, representation and cyber-identities – Intercultural communication at the workplace: conflict resolution and the role of play – Intercultural communication in multicultural societies: from intolerance and conflict to solidarity, interdependence and social responsibility – Surviving culture shock: cross-cultural adaptation and resilience.

Module title	**Comm 317- Communicating Through New Media**	**Level**	6
Module tutor		**Credit value**	15
Module type	Lectures & multimedia work	**Notional learning hours**	150

Rationale for the module and its links with other modules

This is a required module which, building on the module COMM 215: Foundations of Contemporary Media and linking with COMM 227: Media Theory offers a broad but in-depth overview of theories about 'new' new media, as well as their impact and influence on various aspects of socio-cultural life, including consumption, cyberculture, identities, politics, technoscience and so on. This module adopts an applied approach to new media.

Aims of the module

The aim of this module is to examine the various socio-cultural aspects of the new media in concrete settings. Specifically, it aims to provide students with an understanding of the crucial changes that most socio-cultural sectors have undergone due to the evolvement of new media.

Indicative content.

This module will introduce a wide variety of topics including: how to define the characteristics of new media; social and political uses of new media and new communications; new media technologies, politics and globalisation; everyday life and new media; theories of interactivity; simulation; the new media economy; cybernetics and cyberculture; the history of automata and artificial life.
These topics will be covered with an emphasis on the abilities, interest and motives of students and with a clear focus on how new media have shaped communication and mass media in today's world. The class will put emphasis on hands-on work through the creation of their own blog, and also engaging them with individual and group assignments on topics from current affairs in mainstream and alternative new media.

Module title	Comm 327: Research Methods and Practice	Level	5
Module tutor		Credit value	15

Module type	Taught		**Notional learning hours**	150

Rationale for the module and its links with other modules

This a required module in which students are given the opportunity to develop an understanding of the major approaches in Humanities and Social Sciences regarding the design of research as well as data collection and analysis. This course is a crossover module that links to all courses in the curriculum that require either critical understanding of or engaging in research. It is also of paramount importance to the thesis modules. The module is designed to provide students with research skills which are in high demand in a variety of contemporary professional settings, and necessary for their academic advancement to a graduate degree.

Aims of the module

The aim of the module is to familiarize students with the challenges of conducting research in social sciences and the humanities. Students will learn to collect, organize, analyze and evaluate data, as well as consider the ethical implications of doing research. This course will discuss various research methods and in each of the methods studied, the aim is to focus on its practical applications and uses, examine in-depth notable cases of published research, and appraise their social utility.

Indicative content.

This module aims at familiarising students with some core methodological approaches. It deals with topics such as: Characteristics and challenges of the research process. Development and contexts of research in social sciences and the humanities. The rationale of qualitative methods and quantitative methods, i.e. types of sampling and questionnaire design procedures, content analysis, survey research, questionnaires, focus groups, interviews, participant observation, visual sociology.

Module title	**Comm 345: Media Ethics in the digital age: New challenges for the Media Industry and the public**	**Credit value**	15
		Level	6
Module tutor	Yannis Kotsifos		
Module type	In-class delivery, lectures	**Notional learning hours**	150

Rationale for the module and its links with other modules
The module introduces students to the key issues of media ethics not only as an essential tool to safeguard fair and credible News reporting, but also as an important element of the journalists' professional identity in the digital age. The new standards of the Media landscape, as set by its shifting online, challenge the traditional role of News producers and provide to the public additional opportunities to engage in the dissemination of information. Looking at ethics as the thread to connect the different stages and actors of this transition, students will familiarize themselves with the ways and the tools the Media use to respond to their societal role, to find alternative funding models to use, and to perform better in engaging diverse public while trying to face the phenomenon of disinformation. Building on the knowledge of essential principles of journalism and the mission of the Media acquired in Comm 233 – Introduction to Journalism, this module will allow students to develop an in depth understanding of the connection between ethical reporting and the operation of Media in democratic societies.

Aims of the module

The objective of this module is to guide students through the values journalists adhere to in order to produce News in a credible and fair way. Through analyzing the principles of ethical commitment and the way they are challenged within the digital landscape, students will be introduced to the debate on how to reverse the public's distrust in News and Media. Moreover, operational elements of the Media Industry and the process of News production/consumption will be discussed within the context of well-functioning democratic societies.

Pre-requisite modules or specified entry requirements

Comm 233: Introduction to Journalism, Comm 215: Foundations of Contemporary Media

Indicative content.

The shift of News production, dissemination and consumption online challenges the very identity of journalism as profession, the operational model of the Media, and the public's engagement in the process of information flow.
Starting from the fundamental ethical texts and their numerous variants, the commitment of journalists to codes of conduct will be examined not only as a requirement to produce news in a trustful way but also as a major element of the journalists' professional identity. Media Ethics will be discussed as an intercultural consensus on certain key elements that define the Media in the digital age. Issues such as new funding models, the efforts to keep a diverse audience engaged, and initiatives to use ethical tools to regulate the new Media landscape will be analysed and discussed.

Course title	PRACTICUM 300	Practicum

Course tutor	TBC	**Credits**	15
Course type	Practicum/Placement module	**Notional Learning hours**	150
Mode of delivery	Student placement & lectures/guided discussion		

Rationale for the module and its links with other modules

This is a level 6 major elective module which enables students to immerse themselves in real-life contexts, collaborate with community partners and mentors, and better understand the requirements of the community engagement and professional work, where relevant. There is a focus on reflexivity, problem-solving, communication skills development, critical thinking and writing.

Aims of the course

The module aims to offer students experiential and service-learning experiences which bring together knowledge acquired in various modules in their field of academic studies its applications in diverse research and practice-based environments, such as the professional setting, education, not-for-profit, and the arts sector. As such, this placement module prepares students for further independent work and gives them hands-on experience of various professional fields, better equipping them for the job market.

Indicative content, learning activities and interactions
The module is a combination of classroom sessions and fieldwork / site placement. Students' projects depend on the nature of their placements. To start with, they fill in a skills and interests questionnaire, which helps to identify placements of relevance and interest out of the options available. This will be followed by interviews / informal discussions with organization staff where required.

During the first couple of weeks students will be acquainted with their placement sites and participate in a series of workshops and lectures delivered by the tutor and/or guest speakers on a variety of issues related to the practice of their subject area: from skills development (e.g. time management skills, team building, professional communication, adaptability and readiness at the workplace) to ethical issues in work, research and principles in community participation.

In the remainder of the term students will work on their placement projects. Location and schedules will be agreed jointly with their allocated mentors. The key principle underlying students' activities is the co-construction of knowledge through student-mentor-tutor collaboration. Such a participatory approach enables a shared, co-experienced understanding of the issues explored. Whilst the allocated mentors will support and guide students throughout, the latter are expected to demonstrate independent thinking, use of own initiative and responsiveness to the needs of the community / organization, so that they produce a piece of work that benefits them and falls within the aims and learning outcomes of their programme.

Further information about the placements, including ethical and academic considerations, is available on moodle / ACTivity. |

7. Student support, guidance and advice

ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at ACT and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about ACT academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students' long-term academic and career goals.

THE LEARNING HUB

ACT's Learning Hub is located on the upper floor of the Library. Students are invited to meet with the tutors and receive assistance with their English language and Mathematics needs. The Admissions and the Enrollment department offices are also located on the upper floor of the Library. Prospective students may obtain from there all the necessary information concerning their studies and financial support.

HEALTH SERVICES

The resident Anatolia High School nurse accepts student emergency visits as well as regular appointments in her office located on campus. The Anatolia/ACT is also within easy access to both a private clinic and several hospitals, all of which provide emergency services. A resident doctor at ACT is available to students on campus during the doctor's office hours.

COUNSELING SERVICES

Since 2009, ACT has contracted a counseling psychologist to provide individualized support and community-wide wellness initiatives to support the mental health of the ACT community, and to encourage the development of personal wellness practices. Individual counseling appointments are available in person at the ACT Counseling Office and via online platforms.

Private sessions focus on providing ACT students a safe and supportive environment in which they receive the appropriate guidance in order to cope with the stressors and challenges of college life. The service is also available for faculty and staff. The Counselor also maintains an up to date list of multilingual mental

health professionals in Thessaloniki that is available for individuals who are seeking specialized or long-term care.

The wellness initiatives, such as workshops, newsletters, interactive stations or other action, encourage wellbeing by increasing the community's knowledge about mental health, helping individuals learn new practices that lead to achieving a higher level of satisfaction in life and act as a form of preventative care. Additionally, the initiatives act as a bridge between the counselor and individuals who would not otherwise reach out for individual sessions due to stigmas associated with therapy, creating an environment of trust that helps the individuals make an appointment when they need support.

8. Opportunities for personal development planning

CAREER SERVICES AND GUIDANCE

The Career Office equips students with the tools and know-how to successfully kickstart their careers. Specifically, we provide hands-on training on interviewing, resume & cover letter writing. The above are subsidized by guest lectures, which help students get an insight in their field of interest, and company visits, which give students the opportunity to meet company representatives and conduct informational interviews. The office also provides individual consultations in any career related issue including job search tactics, career planning, resume preparation and mock interviews. Apart from this preparation stage, the career office offers internship and job opportunities, both in Greece and abroad, accessible to all students via the Career Office's job board (jobs.act.edu).

In addition, the Career Office also organizes the annual Career Week, a week-long event with lectures, company presentations, on-campus recruiting, networking opportunities and hands-on workshops.

The Office also serves as Liaison with the Business Community, and works actively with Industry and Academia to identify placement opportunities and keep students informed of local and regional trends. Leading representatives from the private and public sectors visit ACT regularly as guest speakers in classes and events, reinforcing ACT's strong ties with companies, institutions and organizations throughout the local, national and international business environment.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every semester there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes and focusing on enhancing in-class learning. Apart from the on-campus recruiting, we coordinate a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The school's Job Board and Facebook Career Group help disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

9. Opportunities and support for study abroad

ACT STUDENTS STUDYING IN THE US

ACT has signed a number of study abroad exchange agreements with partner colleges and universities that enable students to spend a semester studying in the US. Through these agreements, ACT students may spend a semester, normally in their second or third year of study, at a college in the US, and upon return to ACT receive full transfer credit for all courses successfully completed while abroad. Agreements with partner schools allow ACT students to enroll at collaborating institutions while continuing to be enrolled at the home school and pay tuition and fees at ACT. Students are encouraged to look into study abroad opportunities early in their academic career with the director of the I.P.O. Good academic standing is a pre-requisite for considering such a possibility.

10. Work placement information

A number of opportunities for personal development are available to English majors on demand and on a voluntary basis within the program, ranging from opportunities for joining extracurricular activities and clubs on campus, serving on the Student Government Association, engaging in Service Learning, acquiring information literacy and CV writing skills to building professional expertise through a term's Internship training in their senior year, thus enhancing self-reflection, PR and communication skills, personal and professional responsibility, learning how to meet deadlines and working with others, etc.

In addition, through ACT's Careers Office, targeted English-specific workshops, company visits and presentations further enhance opportunities for personal development. Short term internships have also been introduced. Here are some concrete examples:

- Communications & copywriting internship opportunities
- Resume, cover letter and interview workshops
- Private consultations for preparing individual students' resumes & cover letters.
- Mock interviews - private advising on interviewing
- Job board which renews weekly and includes - among others - internship and entry level opportunities in the field of communication.
- Guest lectures of professionals in the field (media, teaching, etc.)

The programme does not require students to undertake a compulsory work placement but there is the option of internship, if they wish to do so. Through the Placement 300 module students will be able to make visible connections between

community service, their own learning, personal and professional development and citizenship skills, values and practices.

11. Facilities and Services

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a vast collection of books in print, electronic books, videos, and DVDs. Already one of the largest English language libraries in Greece, its collection is rapidly growing into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to numerous full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to research databases to support inquiry and research. Business databases include Ebsco's Business Source Elite, Regional Business News, Hoover's, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library. The EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library's information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

ACT has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school's resources or access the internet on their laptop.

The computer facilities include the Stavros S. Niarchos Technology Center in Bissell Library and a number of other computer laboratories located in various buildings. Many high-speed servers are present in the network infrastructure,

along with Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories.

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The College's new Science Facilities are located in the ground floor of Constantinidis Hall. The facilities include three laboratories (Biology/Ecology, Physics, Chemistry) covering a total area of 300 square meters.

FOOD SERVICES

The ACT Cafe, rented on a contract to a professional food service provider, is also located in the Constantinidis Hall and operates weekdays from 10:00 - 18:30 (Fall – Spring semesters) and 11:00 - 14:00 (Summer term—hours flexible) when classes are in session. The cafe offers an assortment of cold and hot sandwiches, coffee, salads and beverages.

HOUSING

ACT housing is available on a first come, first served basis and priority is always given to freshmen. Apartments are all shared and have both single and double rooms, common area, kitchen and bathroom. All interested students must complete a Housing Application in order to be considered for on-campus housing.

The Student Services Coordinator will assist students in locating off-campus housing in local residential areas. A list of trusted real estate agencies and property owners who speak English will be made available for interested students. ACT does not have any official relationship with housing agencies and does not endorse any specific agency. With all off-campus housing, students are responsible for personally contracting with the landlord but ACT will provide guidance and assistance. Regular announcements about available flats around the city are made on the ACT housing Facebook group. Students can also refer to this Facebook group in order to find roommates or shared housing.

12.   Determination of results (LINK TO OU REGULATIONS)

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

- 40% for undergraduate programmes
- 50% for postgraduate programmes

These minima apply to assessments, modules, stages and qualifications.

DETERMINING MODULE OUTCOMES

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

- First class   Aggregate mark of 70% or above
- Upper Second class   Aggregate mark between 60% and 69%

- Lower Second class   Aggregate mark between 50% and 59%
- Third class   Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

All awards recommended by ACT's Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). Results will not be issued to students until they have been ratified by MRAQCP, and formal notice has been received that they can be released.

13.   Assessment and progression regulations (LINK TO OU REGULATIONS) and submission of marks.

SUBMISSION OF ASSESSED WORK

Work submitted for a summative assessment component cannot be amended after submission, or re submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

Academic staff must submit their marks and feedback within 3 working days from the day the assessment was submitted.

ASSESSMENT SCORES

All undergraduate assessment will be marked on a percentage scale of 0-100.

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70-100	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0

Papers/Projects will be graded according to the following Grade Descriptors:

Excellent (70-100)**:** *Superior performance*; excellent understanding, interpretation and critical analysis of topic supported by precise and pertinent scholarly references; meaningful and highly effective application of course-related material; high level of independent thought demonstrated; highly effective organization of ideas with excellent coherence and development; language use is clear, precise and appropriate with very minor lapses only; where relevant, highly original and creative while linking to material in a superb way.

Very Good (65-69 points High / 60-64 points Low): *Very good performance*; very good understanding, interpretation and critical analysis of topic supported by precise and pertinent scholarly references; meaningful and effective application of course-related material; very good level of independent thought demonstrated; effective organization of ideas with very good coherence and development; language use is clear and appropriate with minor lapses only; where relevant, original and creative while linking to material in a very good way.

Good (55-59 points High / 50-54 points Low): *Good performance*; good understanding, interpretation and critical analysis of selected topic supported by precise and pertinent scholarly references; relevant application of selected course-related material; evidence of independent thought demonstrated; good organization of ideas with satisfactory coherence and development; language use is mostly clear and appropriate with some lapses; where relevant, quite original and creative while linking to material in a good way.

Satisfactory (45-49 points High / 40-44 points Low): *Satisfactory performance-passable*; adequate understanding, interpretation and critical analysis of topic supported by precise and pertinent scholarly references; adequate attempt to apply selected course-related material; little evidence of independent thought demonstrated; adequate organization of ideas but with lapses in coherence and development; language use is fairly clear and mostly appropriate, but significant lapses are noticeable; where relevant, some attempt at originality and creativity with minimum linking to material

Fail: (0-39): *Clearly below the pass standard*; basic understanding of the chosen topic shown with little or no attempt at interpretation or critical analysis, supported by few or no scholarly references; superficial or no attempt at application of course-related material; no

The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

14.   Dissertations and projects

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Divisions receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources :

- A collection of thesis writing books, academic writing and general study skills. This collection is housed in the Learning Hub

- Subject guides corresponding to the Divisions also provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc.) to assist students in their quest for information gathering for their theses.

- The website of the Library, attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources.

- Guides have been composed to assist students with the OU Harvard referencing style (available on the library website)

- The Library in conjunction with all Divisions has streamlined the procedure of gathering all theses so as to develop in the near future an Institutional Repository. In the meantime students can drop in any time and can have access to study good examples of theses on site.

- Last but not list a plethora of printed material in a variety of subjects is also available to students.

- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

 Support Services:

- The Learning Hub strives to help students to become strong, independent learners through a variety of services. The assistance stretches through all stages of the learning process whether it is revising thesis writing, math, reading, or just refining those digital skills. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.

- The allocation of two Academic Liaison Librarians as well as Division Academic staff reps allow for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.

- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their project. This come as a continuation of previous Information literacy teaching offered in the previous years of study, more specifically in English 101 which includes 6-Information literacy sessions. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.

- Finally the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.

15.   Other institutional policies and regulations (Link to OU Regulations)

ACADEMIC MISCONDUCT

Academic misconduct is defined as any improper activity or behavior by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment. In investigating and dealing with cases of suspected misconduct, partner institutions will follow the policies and processes approved at Institutional approval or review.

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these Regulations:

- Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorized use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Note: Where a student has an acknowledged learning disability, a proof-reader may be used to ensure that the student's meaning is not misunderstood as a result of the quality and standard of writing, unless a partner institution policy specifically prohibits this. Where permitted, a proof-reader may identify spelling and basic grammatical errors. Inaccuracies in academic content should not be corrected nor should the structure of the piece of work be changed.

- Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student

has authorized another to use their work, in part or whole, and to submit it as their own.

Note: legitimate input from tutors or approved readers or scribes is not considered to be collusion.

- Misconduct in examinations (including in-class tests).

ACADEMIC OFFENCES

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating impersonation, use of inadmissible material and disruptive behavior. Responsibility for reviewing breaches of academic integrity is held by the college's Academic Standards and Performance Committee (AS & PC).

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the AS&PC. If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

On receipt of the allegation of a breach of academic integrity, the Chair of the AS&PC must inform the Chair of the Board of Examiners that is responsible for the assessment of the course(s) that are affected by the alleged offence. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established.

The AS&PC will either itself investigate the charge or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or panel) should consider oral and/or written evidence supplied by the individual(s) making the charge and the alleged offender. The alleged offender shall have the right to appear before the Committee (or panel).

Once the AS&PC has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an

unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently on the assessment decisions made by the Board of Examiners, the AS&PC is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity. The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic and/or personal integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.

- First Offense File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Provost, department chairs and area coordinators. Second offenses automatically result in a hearing.

- Disciplinary Probation: The student is advised in writing that his/her behavior violates rules on academic and/or personal integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

- Suspension: The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.

- Dismissal: The student's relationship with the College will be terminated indefinitely. The right to apply for re-admission shall be denied.

Within five working days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the AS&PC. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final.

EXTENUATING CIRCUMSTANCES

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner institution's extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously

impaired by extenuating circumstances, may submit a deferral request to the AS&PC.

MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student's ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;

- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.

- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.

- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;

- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;

- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student's transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;

- waive late submission penalties;

- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;

- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

16. Student participation and evaluation

STUDENT PARTICIPATION

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the college, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Associate Dean of Students and the SGA, where students present their views on the operation and development of the College In addition, ACT may invite students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension

of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Associate Dean of Students, who has the general overview of the procedure. Then, modules are classified according to the programme they belong, and the feedback is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Associate Dean for Academics and the department heads, and also in the departmental meetings of all divisions. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.

COLLEGE-WIDE FEEDBACK

At the college level, ACT is administering another survey to measure both educational and other aspects of student life and behaviors. The survey, named College Student Experiences and Learning Outcomes (CSELOA) is aiming at measuring self-perceptions of students and has two parts. The first part measures student learning outcomes and the second measures student behaviors and experiences. The questionnaire includes a diverse spectrum of variables relating to academics, faculty, student services, student-to-student and student-to--faculty interactions, sense of community, use of campus facilities, academic skills, communication, after-college preparation for graduate studies or work, and off campus study and life behaviors.

17.   General reading list (not module specific), including Electronic Resources

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The principal available databases offering material relevant to the English BA modules are: **EBSCO Academic Search Premier** ; **Project MUSE** ; **JSTOR Arts & Sciences I – III, VI & VII Archive Collections**. Databases may be searched individually; alternatively the complete e-Library may be cross-searched using the **EBSCO Discovery Service (EDS)** single search point. All students have remote access to all e-resources.

Individual journal titles may be located using **Journals A-Z**. Journal titles may be browsed using **Journals A-Z** in the following relevant categories: *Communication & Mass Media* ; *Literature & Writing* ; *Language & Linguistics* ; *Ethnic & Cultural Studies* ; *Arts & Entertainment* ; *Film* ; *Drama & Theater Arts*. Around 450 full-text peer reviewed e-journal titles relevant to courses offered as part of the English BA are currently available.

A number of subject-specific e-books can also be accessed through Proquest.